DOCUMENT RESUME

ED 185 421 CE 025 185

TITLE	ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) Module 4: Strategies for Change.
INSTITUTION	Livonia Public Schools, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE	79
NOTE	96p.; For related documents see CE 025 182-184.
AVAILABLE FROM	edc/weeap distribution center, 39 Chapel St., Newton, MA 02160 ($1.50)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Attitude Change; Behavior Change; *Change Strategies; Class Activities; Classroom Environment; Counselor Attitudes; Counselor Training; Elementary Secondary Education; *Federal Legislation; Goal Orientation; Guidelines; Inservice Education; Inservice Teacher Education; *Instructional Improvement; Instructional Materials; *Interpersonal Competence; Material Development; Postsecondary Education; Sex Bias; *Sex Discrimination; *Sex Fairness; Sex Role; Sex Stereotypes; Teacher Attitudes; Teacher Developed Materials; Teaching Conditions
IDENTIFIERS	Project ASPIRE

ABSTRACT

This fourth of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) series deals with developing skills to help eliminate sex-role stereotyping within the school setting. (See Note about other modules.) The module helps workshop participants (1) become aware of federal guidelines and legislation regarding sex discrimination in schools, (2) gain information about changes which can be made in daily classroom organization in order to eliminate sexist teaching techniques, (3) develop special activities and materials which can be utilized in the classroom and in the counseling setting to counteract sex-role stereotyping, and (4) gain facility in interpersonal skills which can assist them in eliminating sex-role stereotyping. Workshop facilitators are provided with instructional guidelines, participant activities and supplemental reading materials. Examples of the ten participant activities include "Overview of Title IX," "Planning for Change," and "Simulation in Sexism." Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, and process (and variations). It is recommended that at least two activities be chosen to treat each module objective. An appendix contains seven readings and one facilitator reference to support specific activities. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED185421

ASPIRE Module 4 Strategies for Change

Awareness of Sexual Prejudice Is the Responsibility of Educators

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Janet Whittle

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Livonia Public Schools, Livonia, Michigan

Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., Secretary

Mary F. Berry, Assistant Secretary for Education

Office of Education
Ernest L. Boyer, Commissioner

CE 025 185

JUN 2 1980

Discrimination Prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

Produced by the Livonia Public Schools, Livonia, Michigan, under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or the Department, and no official endorsement should be inferred.

Printed and distributed by Education Development Center, 1979, 55 Chapel Street, Newton, Massachusetts 02160.

PREFACE

When we first learned of the opportunity to write for Women's Educational Equity Act funds, I knew by virtue of my number of years in Livonia Public Schools and the attitudes and practices I had both observed and been privileged to be a part of, that there were a number of people who would be interested in pursuing this project. To that end, I assembled a committee of some twenty persons representative of all phases of the educational system to brainstorm the direction we might take in a proposal. From that group came the basic format which has now resulted in the modules as here presented.

Building from the original group, this project has involved the efforts of some fifty persons, representative counselors, teachers, administrators, parents and students. No project of this dimension could ever be achieved without the careful leadership of a person or persons who understand the objectives and possess the sensitivity necessary to evoke the best from each participant to obtain the major goal. In the case of Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators), there are two such people. Mrs. Harriet Shogan, Social Studies Coordinator for Livonia Public Schools, has served as advisor to the project and liaison to my office. This has been invaluable. Of even greater importance, however, have been the expertise and complete dedication of Ms. Barbara Mullally, who was the director of this project. She has even managed to raise the consciousness of those of us who so smugly thought we were already aware.

It goes without saying and yet it must be said that the support of a Superintendent of Schools and a Board of Education is of the utmost importance. That has been accorded us in full measure.

This represents our first effort at the production of material of this nature; we hope it will not be our last. In any event, we are mindful of the fact that no material will stand alone in addressing the many practices of sexual prejudice towards both males and females existent in our society. That must occur within our consciences and behavior. Our thesis has been that an awareness of the former would serve to bring about the latter. We offer these materials as a beginning step in that direction.

Esther B. Heusner
Director of Curriculum
Livonia Public Schools

ACKNOWLEDGMENTS

With deep appreciation, we acknowledge the dedication and efforts of the following educators. Their co-operative work as a writing team greatly assisted in the production of these modules.

Christina H. Brynski
Harold H. Izumi
Paul J. Krogh
Robert S. Marks
John McDonald
Ella E. Nagy
Dean S. Schutz
Carol H. Shilakes
Dennis C. Sparks
Barbara A. Winquist
Mary Zamora

CONTENTS

Objectives 1

Overview 2

Facilitator Bibliography 3

Group Facilitation 4

Content Definitions 8

Process Definitions 9

Setting Patterns for Communication 11

Activities

- Introductions 15
- Overview of Title IX 16
- Local Title IX Update 17
- Changing Attitudes - Part 1 18
- Changing Attitudes - Part 2 19
- Planning for Change 21
- Conflict Skills 22

Supplemental Activities

- Contract Setting 25
- Role Play 27
- Simulation in Sexism 31

Appendix

- Reading 1: Excerpt from "Implementing Title IX: A Sample Workshop" 35
- Reading 2: "Summary of the Regulation for Title IX: Education Amendments of 1972" 43
- Reading 3: "The Process of Change" 47
- Reading 4: "Preparing Teachers to Confront Sexism in Schools" . 57
- Reading 5: "Criteria for Successful Goal Setting and Goal Achievement" 69
- Reading 6: "Activities to Eliminate Sex-Role Stereotyping" . . 71
- Reading 7: "Eliminating Sexism from the Schools" 75
- Facilitator Reference: Conflict Skills Lecturette 81

OBJECTIVES

1. *Participants will become aware of Federal guidelines and legislation regarding sex discrimination in schools.*

2. *Participants will gain information about changes which can be made in daily classroom organization in order to eliminate sexist teaching techniques.*

3. *Participants will develop special activities and materials which can be utilized both in the classroom and in the counseling setting to counteract sex-role stereotyping.*

4. *Participants will gain facility in interpersonal skills which can assist them in eliminating sex-role stereotyping.*

Activities are coded to indicate the objectives they address.

It is highly recommended that at least two activities be chosen to treat each objective. Validated activities are presented first, followed by supplementary exercises, which were not tested through Project ASPIRE.

Facilitators are encouraged to design workshops to meet the needs of the particular group with whom they work. Diagnosing these needs by means of an early contract setting activity will allow for appropriate and meaningful planning. Initial sessions should also include an introduction to the group communication rules outlined on page 4.

OVERVIEW

The goal of Module IV is to assist participants in developing skills which will help eliminate sex-role stereotyping within their own school setting.

The module activities assume an awareness of sex-role stereotyping and a willingness to take part in efforts to combat such practices. The necessity to affect not only student attitudes and practices but also those of fellow educators and parents is recognized and incorporated into the module activities. As change agents, participants will have need of some vital information (i.e., national and local legal supports for sex fairness, research and literature regarding attitude change in children and adults), and some facilitative skills (i.e., skills for successful personal goal setting, communication and conflict management skills). Module IV provides both background information and practice in skills which will promote increased awareness of sex-role stereotyping in educational practices and facilitate change herein.

A thorough review of Title IX, the Federal legislation prohibiting sex discrimination in education, informs participants of vital legal support for change. Module activities suggest both an objective overview of the legislation and an update on local compliance from a school district representative.

Participants are introduced to an instructional approach to attitudinal change via discussion and filmed observation of the process in action. The process illustrates a sequential approach to increasing student awareness of sex-role stereotyping and to the creation of an environment wherein behavioral change can occur. Within this framework, participants develop specific strategies to be used in their own work setting. Goal setting, a vital change-agent skill, is taught in the context of taking initial short-term steps toward change.

The content of some activities is intended to prepare participants to deal interpersonally with the highly emotional issues which surround the topic of sexism. Participants rehearse realistic conflict situations using the skills of empathic listening and direct communication and gain insight into beliefs and learnings which impede assertive communication.

Long-range goal-setting criteria are also presented, along with general insights into the process of change in education. Using these tools, participants establish and receive support for long-term goals for dealing with sexism in their own educational setting.

Throughout the module, an environment is created for reflecting upon the changes that occur within the participants personally and in their interactions with others as a result of a new awareness of sexism.

FACILITATOR BIBLIOGRAPHY

The following publications are suggested reading for facilitators. It is recommended that there be a substantial amount of background information gathered by facilitators before training sessions are held.

Bloom, Lynn; Coburn, Karen; and Pearlman, Joan. *The New Assertive Woman.* New York: Dell Publishing Co., 1975.

Federbush, Marcia. *Let Them Aspire: A Plea and Proposal for Equity of Opportunity for Males and Females in the Ann Arbor Public Schools.* Pittsburgh, Pa.: KNOW, 1971. KNOW, Inc., P.O. Box 86031, Pittsburgh, PA 15221.

Golden, Gloria, and Hunter, Lisa. *In All Fairness: A Handbook on Sex Role Bias in Schools.* San Francisco: Far West Laboratory, 1974. Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103.

Howard, Suzanne. *Liberating Our Children Ourselves.* Washington, D.C.: American Association of University Women, 1975.

"Title IX of the Education Amendments of 1972." Available through Resource Center on Sex Roles in Education, 1201 16 Street, N.W., Washington, DC 20036.

GROUP FACILITATION

Effective group facilitation is a complex task involving a number of leadership and human relationship skills. This is particularly true when the group is focused on sexism in the schools, a potentially sensitive and emotionally laden topic. The purpose of this section is to discuss some useful leadership skills and techniques, present a few problems and pitfalls you are likely to encounter, and provide you with some additional resources and references that may be helpful to you.

First, it is important for you as a group leader to examine your own skills, attitudes, and beliefs carefully. Who are you? What are your motives for leading a group on sexism? What are your attitudes and beliefs about sexism? What are your goals for this group? These must be clear! Do you believe in and respect the uniqueness of each participant, and trust that everyone has something to contribute to the group? Are you positive in your approach to the group members--will they perceive that you are for them? Do you feel secure enough about yourself so you can truly listen to others and be accepting of opinions and feelings that differ from your own? Because you will also be a participant in many of the activities you lead, you will learn and grow, and perhaps occasionally be confronted and criticized. Can you model an open and accepting attitude towards negative feelings that are directed to you? It is necessary that you consider these questions before the group begins.

People often have deep feelings, strongly held beliefs, and rigid defenses about the topic of sexism. It is your function to model and create an atmosphere of warmth, trust, and acceptance within the group. Without these conditions being present, individuals are unlikely to temporarily let down their defenses, explore honestly their feelings and attitudes, and participate actively in the group. Some suggestions that are likely to produce a cohesive, well-functioning group include dispensing with unnecessary formalities (use first names), listening attentively to what each group member has to say, clarifying and reflecting what group members have said, but refraining from preaching, evaluating, or moralizing. Resistance is an inherent, vital part of attitude change. Patience and authentic acceptance will best facilitate growth.

Be aware of the power and value of silence--use it effectively. Occasional lapses in discussion may mean that participants are thinking, and sometimes periods of silence give the more reticent members an opportunity to speak. Allow the silence to extend for a minute or so without interrupting it with a comment or question. Notice and acknowledge (when appropriate) group members' nonverbal behavior ("Jack, I've noticed that you have turned your chair away from the group"), encouraging interaction among the participants by pointing out commonalities ("Sheila, you and Sam seem to be concerned about the same issue"). If comments seem to be directed mostly at you, perhaps you are regarded as the authority rather than as an equal member of the group.

Continually examine the group process, and ask yourself these questions: (1) Is the group utilizing its own resources, or are a number of participants inactive and uninvolved? (2) Is there a feeling of freedom and trust in the group that encourages participants to express their real concerns and feelings without reservation? (3) Do group members seem to be holding on to strong feelings that relate to things that have happened in the group? (4) Is the group cohesive, or have cliques and subgroups formed? Your awareness of these group problems may provide an opportunity for you to intervene with strategies to promote a more healthy functioning of the group.

Your role as a group facilitator is to promote cohesiveness and interaction, model good human relations skills, assist in the resolution of interpersonal conflicts, and present the activities suggested in this manual. To do all these effectively you need to develop and practice a number of skills:

"I MESSAGE"--a statement of belief or feelings that demonstrates ownership and responsibility for the message (e.g., "I feel confused," as opposed to "This group sure is confused").

STRUCTURING--providing participants with purposes, procedures, and guidelines for all sessions and activities.

UNIVERSALIZING--pointing out that participants often share feelings and attitudes that they previously may have perceived as being unique to them.

LINKING--pointing out similarities and differences in the comments of group members.

FEEDBACK--letting others know how their beliefs, feelings and behaviors affect us. This is usually most meaningful when it is done in a caring and nonjudgmental way.

REDIRECTING--turning a question back to the group or individual participants.

QUESTIONING--open-ended questions ("How are you feeling right now?") are generally more effective than structured questions ("Are you angry?").

PROVIDING ENCOURAGEMENT--encouragement and reinforcement for participation will increase involvement and group members will soon begin to encourage each other.

SUMMARIZING--it is important to be able to succinctly summarize at various points during the session. This might include the paraphrasing of a participant's comments, or a concluding summary at the end of an activity.

REFLECTING--the identification and "checking out" of group members' feelings will encourage their expression and clarification.

These skills need to be taught to participants during the first meeting. The model you present to the group will be extremely important in assisting individuals in acquiring these skills and in promoting healthy group functioning throughout the training program.

Even the skilled facilitator will occasionally experience difficulties in group leadership. Participants may appear bored or uninvolved in certain activities, and groups often go through stages of development in which hostility and criticism are directed at the leader. It may be helpful to know that these reactions and feelings are not uncommon, and that flexibility in planning and sincere, nonevaluative empathic listening will be useful to you during these difficult periods. The utilization of co-facilitators may also be worth your consideration--the responsibility for the group can be shared, and you also have someone to talk with regarding group problems.

Many difficulties in groups are caused by problems in communication. As leaders, we assume that the words we use will have the same meaning to others that they do to us, and that we will automatically know the meaning of the words that others say to us. Consequently, meanings are misperceived, and confusion results. It is important that we frequently "check out" the messages we receive ("I think you're saying...") and solicit feedback and questions from the group regarding our communication to them ("Would someone like to say back to me in your own words what you think I said?"). Taking the time to clarify communication does not demonstrate lack of skill on our part, but illustrates our understanding of the importance of clear communication for effective group functioning.

The role of the group facilitator can be a difficult and demanding one. However, if you have taken the time to learn about yourself prior to the group's inception, have developed the suggested interpersonal skills, have familiarized yourself with the activities planned for the session, possess a flexible approach to planning, and are perceived by the participants as someone who is "for them," the results are likely to be highly positive for you and the group members. Remember, who you are will be as important as what you know about sexism in making the group a successful learning experience for everyone involved.

Prepared by Dr. Dennis C. Sparks, Livonia Public Schools.

Helpful References

Dinkmeyer, D., and Muro, J. *Group Counseling: Theory and Practice.* Itasca, Ill.: F. E. Peacock, 1971.

Gordon, T. *Teacher Effectiveness Training.* New York: Peter H. Wyden, 1974.

Napier, R., and Gershenfeld, N. *Groups: Theory and Experience.* Boston: Houghton Mifflin, 1973.

Richardson, F., and Island, D. "A Model for Training Workshops and Labs," *The Personnel and Guidance Journal*, 1975, 53(8), 592-597.

Rogers, C. *On Encounter Groups.* New York: Harper & Row, 1970.

Maintenance Activities

Pfeiffer, J. William, and Jones, J. E., eds. *A Handbook of Structured Experiences for Human Relations Training*, Vols. 1-6. La Jolla, Calif.: University Associates, Inc., 1973-76.

CONTENT DEFINITIONS

The following definitions were developed by the staff of Project ASPIRE. They are intended as suggested guidelines for discussion. Facilitators are encouraged to assist participants in adapting definitions to their particular school setting.

Sexism manifests itself in the school setting when human potential for growth and development is limited by the arbitrary assignment of certain traits, abilities and expectations to students solely on the basis of sex, regardless of their attributes as individual people.

Sex-Role Stereotyping is the act of classifying and labeling human beings into fixed gender-based roles which are based upon preconceived perceptions learned in and reinforced by society.

Sexual Identity: One's sexual self-concept in accordance with culturally and biologically determined factors; often setting up limitations and expectations.

Sexual Prejudice and Bias are sets of conscious or unconscious perceptions regarding gender that are based on personal and cultural values and that contain certain qualities:

- Bias may be injurious and/or negative, and may not be based on experience.
- Prejudices may be injurious and rigid, may not be based on prior knowledge or experience, and may be reinforced by institutions and society.

Sexual Discrimination is an overt expression of bias, prejudice and/or stereotyping based on gender, which can exclude or restrict the maximum growth and utilization of an individual's potential and which manifests itself in many different forms.

Androgyny: The concept that people are individual blends of capabilities considered both masculine and feminine according to the traditional stereotypes. People of either sex can have both "masculine" or "feminine" characteristics. An androgynous person could adapt more easily to different situational demands by behaving in a manner consonant with the situation regardless of whether the behavior falls within the usual sex-role stereotypes.

PROCESS DEFINITIONS

Frequent reference is made to the following group process strategies throughout the training module. Facilitators are encouraged to incorporate these and other familiar strategies into training sessions, adapting to the needs of the participating group.

Brainstorming: A widely-used problem-solving tool which encourages participants to use their imaginations and be creative. It helps elicit numerous ideas focused on a given topic. Quantity is encouraged. Quantity eventually breeds quality. After a question is posed by the facilitator, participants call out or list any and all ideas without taking time to comment or evaluate. The ban on evaluation is then lifted and groups or individuals work to build upon or modify the ideas generated into a specific theme suggested by the facilitator.

Whip: A simple and rapid means for participants to identify their own reactions and those of others. The facilitator poses a question to the group and provides a few moments for thought. Then the facilitator "whips" around the group, inviting brief, succinct answers. Participants may choose to pass.

Values Voting: A strategy which provides participants an opportunity to publicly affirm feelings and opinions surrounding a discussion topic by voting. As a question is presented, prefaced by "How many of you...," participants express agreement with a raised hand, disagreement with a thumbs-down gesture, and indecision by folding their arms. Varying degrees of intensity of feeling may be expressed by exaggeration of the gestures.

I Learned Statements: A closure strategy to assist participants in processing personal learning gained through one or more activities. Participants respond in writing or in a group to such sentence stems as:

- I learned...
- I discovered...
- I was surprised that...
- It was confirmed for me that...
- I was reminded that...

Sharing such statements is, of course, optional.

Rank Order: A strategy used to clarify participants' feelings or values by prioritizing a list of three or more ideas, objects, feelings, etc. in relation to a question posed by the facilitator. Follow-up discussion is optional.

Fishbowl: A discussion strategy which encourages group listening. A group forms two concentric circles. The inner circle is the focus as participants share ideas centered on a topic assigned by the facilitator. The outer circle members may participate in two ways:

a) By listening, without interruption.

b) By involving themselves in the discussion individually. This can only occur when one empty seat has been established as part of the inner circle. The speaker must take that seat, express his/her thoughts, and return to the outer circle.

SETTING PATTERNS FOR COMMUNICATION

As groups embark on a learning process, especially one which focuses on a sensitive and emotionally laden issue, essential patterns for communication must be established: communication with self and with others. Both are vital if awareness of sex-role stereotyping is to be increased and professional insights are to be gained.

A Personal Journal

A personal journal will provide participants with an introspective record of their insights as they become aware of the influence sexual prejudice has had on their lives and the lives of their students. Writing is a way of assimilating new information into a meaningful, workable frame of reference. Focus questions suggested throughout the modules will aid participants in using this medium in the most meaningful way. Participants will be invited to share their writings but will always have the option to pass.

Group Communication Skills

Interpersonal communication skills are another essential if growth is to occur. Establishing "rules" for communication facilitates the discussion of sensitive issues. *It is strongly recommended* that the following rules be introduced, practiced and modeled in all workshops designed with the help of these training modules, regardless of the length of time allotted. These help to create a climate of trust and acceptance.

1) Active listening

   Listening to another, not rehearsing or judging his/her words.

   Attending--listening with one's body (eye contact, proximity, facing speaker, etc.).

   Reflecting what one hears (paraphrasing) and what one senses, noting verbal and nonverbal clues.

   Asking questions which invite speaker to elaborate on his/her thoughts and feelings rather than answer with yes/no or with insignificant details.

2) Clear, direct communication

   "I" messages express the speaker's feelings in a nonjudgmental way. "I am disappointed that you're late" or "I am surprised to hear you say that!" This avoids blaming another for one's feelings or

behavior as in "You've made me late!" or "You can't really feel that way!" The speaker owns and takes responsibility for his/her feelings and opinions.

Discussion of ideas in order to clarify points of view, rather than *debating* issues to the point of winning/losing.

Expressing respect for all ideas--one's own and others'. Avoid:

- Killer statements: "I don't believe you said that!"
  "You're a fool if you believe that!"
- Suicide statements: "This is going to sound dumb but..."
  "I'm not too smart in this area but..."

3) An option to pass

This option should be understood and frequently reiterated during sessions. The choice of privacy should *never* be questioned.

Interaction guided by these rules will generate introspection and personal sharing in an open, caring, safe environment. Participants will get to know one another as individuals--a process that will certainly facilitate learning.

ACTIVITIES

INTRODUCTIONS

OBJECTIVE Warm-up

AWARENESS Low-High

PURPOSE

To assist participants in introducing themselves to each other and to the topic of sexism.

15

LOGISTICS

Directions posted. Chairs randomly placed in pairs.

MATERIALS

List of discussion questions for each participant.

Time Required

30-45 minutes

20

PROCESS

1. As participants arrive at an opening session, a list of the following questions is distributed or posted. Directions should request that participants pair up and choose at least four questions to discuss in order to introduce themselves Participants are encouraged to avoid "census" information (e.g., name, rank, teaching level, age, etc.).
   Suggested questions:
   a) What is one significant fact about who you are today?
   b) What is one event you are really looking forward to?
   c) Who is one person who has greatly influenced your life?
   d) What is one thing you like about being male or female? One you dislike?
   e) What is one thing you like about your work? One you dislike?
   f) When are you happiest being male or female? Most unhappy?
   g) What is one skill you are proud to have?
   h) Who is a male you truly admire?
   i) Who is a female you truly admire?
   j) What is one thing you are carrying with you now which represents your masculinity or femininity?
2. When pairs have had 20 minutes to discuss, facilitator asks each to join another pair. Partners introduce each other, paraphrasing the previous discussion.
3. A total group discussion of group communication rules is a very appropriate follow-up.

21

OVERVIEW OF TITLE IX

OBJECTIVE 1

AWARENESS Low

PURPOSE

To increase participant knowledge of the content and proposed effects of Title IX of the Education Amendments of 1972.

16

LOGISTICS

Small groups (3-4) for discussion. Total group for presentation.

22

MATERIALS

Reading #1 - "Implementing Title IX: A Sample Workshop"

Reading #2 - "Summary of the Regulation for Title IX Education Amendments of 1972"

See Appendix for all readings listed.

Time Required

2 hours

PROCESS

1. About 3 weeks in advance, facilitator makes arrangements for a speaker knowledgeable in Title IX legislation (e.g., Title IX Coordinator for County or State Department) to outline said legislation in lay terms. A brief outline should be forwarded, along with a time limit (30 minutes), to assist speaker in formulating appropriate remarks and preparing for question period to follow.
2. To begin session, participants make a brief individual study of Reading #1 to familiarize themselves with the major sections of the legislation. In small groups participants prepare specific questions for speaker. (45 minutes - hour)
3. Speaker makes presentation and answers questions posed by participants. (45 minutes - hour)
4. Participants process learning by responding in journal to focus questions:
   a) I learned ...
   b) I'm surprised at ...
   c) I discovered that ...
5. Facilitator distributes Reading #2 for further background independent reading.

VARIATION

1. After presentation or after review of Reading #1, participants form same-role groups (i.e., counselors, administrators, elementary teachers, secondary teachers). Participants identify sections which have direct influence on their particular roles.
2. Each group reports back to total group, summarizing its discussion.

23

LOCAL TITLE IX UPDATE

OBJECTIVE 1

AWARENESS Medium-High

PURPOSE

To become aware of local school district's progress toward compliance with Title IX legislation.

* It is highly recommended that both speakers (local Title IX Contact Person and Specialists) make presentations during the same session.

17

LOGISTICS

Total group for presentation

Small group for discussion

Time Required

1½ hours

24

MATERIALS

None

PROCESS

1. Facilitator arranges for presentation about 3 weeks ahead of time with local school district's Title IX Contact Person. The following questions will assist speaker in focusing remarks:
   a) In terms of Title IX, what is our progress?
   b) What problems exist in our complying with the law (budget, scheduling, etc.)?
   c) Do we need to change/speed up the progress level?
2. After presentation, facilitator opens question/answer period.
3. After speaker leaves, group divides into pairs to share reactions to presentation. Focus questions:
   a) Are there practices that you know exist in violation of Title IX?
   b) Are there common areas the group can recognize as possible violations of Title IX?
   c) What problems are foreseen in regard to enforcement processes?
   d) What steps might individuals take to insure local compliance with Title IX?

25

CHANGING ATTITUDES - PART 1

LECTURETTE/FILM

OBJECTIVE 2/3

AWARENESS Medium-High

PURPOSE

To familiarize participants with a theory of attitude change in students.

To observe the change process in action.

To define a specific sequential approach to attitude change in students and adults.

LOGISTICS

Total group

Time Required

1 hour

MATERIALS

Film: "Changing Images: Confronting Career Stereotyping" #9177 - $14.00 Rental
Available: (see process)
University of California
Extension Media Center

Reading #3-Golden, G.; Hunter, L.; & Marine, G., "The Process of Change: A Handbook for Teachers on the Concept of Sex Role Stereotypes," unpublished manuscript.

Reading #4-Sadker, D., & Sadker M., "Preparing Teachers to Confront Sexism in Schools: A Competency - Based Approach," The Clearinghouse, Oct., 1975.

PROCESS

1. Facilitator presents a lecturette* summarizing the attitude change process. Particular attention should be paid to defining the function of attitudes and the three components thereof and to outlining the steps to attitude change (i.e., attention, comprehension, retention, action, and change). The significance of resistance should also be stressed. (Approximately 20 minutes)
2. Participants view film, observing the process introduced in the lecturette.
3. After viewing, facilitator invites participant reaction and observations of specific process steps.
4. Facilitator distributes Reading #3 to participants and allows time for skimming. Participants should particularly note specific behaviors used to define each stage and the additional illustration of the concept.
5. Facilitator distributes Reading #4 to participants for independent reading. The article outlines research reflecting the effects of sexism in the schools and lists specific competencies to be used as objectives for educator awareness and evidence of attitude and behavior change.
6. In order to integrate the information gained in this activity, it is HIGHLY RECOMMENDED that Part 2, "Strategy Brainstorm - Action Goal Setting" directly follow.

Film available: University of California
Extension Media Center
2223 Fulton Street
Berkeley, California 94720
(415) 642-0460

* Appendix

CHANGING ATTITUDES - PART 2

STRATEGY BRAINSTORM/ACTION GOAL SETTING

OBJECTIVE 2/3

AWARENESS Medium-High

PURPOSE

To relate new information on attitude change to participants' individual work setting.

To increase knowledge and skill of successful action goal setting criteria.

To set a related goal to be achieved before the next session.

19

LOGISTICS

Total group - seated in a horseshoe

Time Required

1½ hours

MATERIALS

Newsprint with printed headings: "Attention," "Comprehension," "Retention," and "Action."

Display board
Masking tape
Magic Markers

Reading #5 - "Criteria for Successful Goal Setting and Goal Achievement: Learning to set Goals."

Reading #6 - "Activities to Eliminate Sex-Role Stereotyping."

PROCESS

1. Facilitator posts all 4 newsprint sheets and asks participants to recall examples from film of each stage in attitude change process. Participants then focus on one list at a time, BRAINSTORMING* activities to be used in their own work setting with students. It is important to enforce the rules of brainstorming in order to encourage a multitude of creative strategies to surface. Evaluation of ideas will be done on an individual basis.
2. Facilitator requests participants to privately pinpoint three of the listed activities which could most feasibly be accomplished in their own setting.
3. Keeping these in mind, facilitator introduces "Criteria for Successful Goal Setting and Goal Achievement." Facilitator presents a lecturette outlining and illustrating the criteria. Participants receive a duplicated copy of the criteria (Reading #5) to aid their understanding.
4. Each participant, using the brainstorm lists as a reference, shares with the group a related goal s/he wishes to achieve before the next meeting. As these are shared, the group, assisted by facilitator modeling, helps to clarify each participant's goal and check its compliance with the aforementioned criteria.
5. It is important that the next meeting open with a goal review--with each participant reporting on his/her success or failure in achieving his/her goal. An encouraging, accepting environment should prevail. Those not achieving their goal should be encouraged to review criteria and analyze goal to see if all criteria were met.
6. Facilitator distributes Reading #6.

* See definitions.

CHANGING ATTITUDES - PART 2

STRATEGY BRAINSTORM/ACTION GOAL SETTING - (continued)

OBJECTIVE _____

AWARENESS _____

PURPOSE

20

LOGISTICS

30

Time Required

MATERIALS

PROCESS

VARIATION

1. Facilitator groups participants according to teaching level or age of children for brainstorming activity.
2. A "floor continuum" of success/failure can be used to promote group discussion on participants' attempts to incorporate sex-fair practices in their work setting. Facilitator tapes a continuum on the floor of the room. At one end s/he places a card stating "Startlingly Successful"; at the other end of continuum a card stating "Fiercely Failing." Participants place themselves on tape at area of success or failure they feel they achieved in the activity. Facilitator invites participant comments.

31

PLANNING FOR CHANGE

OBJECTIVE 2

AWARENESS Medium-High

PURPOSE

To provide participants with knowledge and insight into general principles of planned change applicable to sexism.

To provide an opportunity for participants to set long-term goals to assist them in planning for change in their own work setting.

21

LOGISTICS

Total group.
Individual reading groups.
Small (3-4) teaching-level groups - discussion.

MATERIALS

Reading #7 - "Eliminating Sexism From the Schools: Implementing Change."

Note: Although the article specifically addresses Social Studies Instructors, valid generalizations can be made.

Time Required

1 hour

PROCESS

1. Facilitator distributes Reading #7 and provides focus topics to guide participant reading:
   a) Identifiable stages experienced by individuals as they deal with innovation.
   b) Particular roles which may help or hinder the process.
   c) The importance of goal setting.
   d) Effective interpersonal techniques.
2. Facilitator allows for independent reading.
3. In teaching-level groups, participants discuss article, using focus questions as a guide. Together, they relate this information to their own work setting, identifying effective points for intervention, significant people to involve, and specific behaviors to anticipate.
4. Long-term goals can serve to set direction and provide purpose to the work of a change agent. Using the new information, an increased awareness of conditions in their own work setting, and the criteria for successful goal establishment, participants decide upon and share a long term goal to which they intend to commit themselves. The group assists them in determining a tentative plan of action which will identify initial steps toward achievement of that goal.

CONFLICT SKILLS

LECTURETTE AND PRACTICE

OBJECTIVE 4

AWARENESS Medium-High

PURPOSE

To assist participants in dealing with conflict in communication of new awarenesses.

To assist participants in gaining knowledge of and skill in conflict management.

22

LOGISTICS

Total group for lecturette.
Trios for skill practice.

34

Time Required

2 hours

MATERIALS

Four pieces of newsprint headed:

1) "I WIN - THEY LOSE"
2) "THEY LOSE - I LOSE"
3) "THEY LOSE - I WIN"
4) "THEY WIN - I WIN"

Conflict Skills Lecturette**

PROCESS

1. Facilitator presents an overview of conflict situations. Facilitator must be very familiar with concepts presented in "Conflict Skills Lecturette" before presenting lecturette. Where asterisks appear, skills practice is recommended.
2. Participants form trios. In turn, they recall and share an experience which coincides with each conflict situation. Facilitator allows 10 minutes for each focus situation. Before moving to the next, participants are invited to report the feelings they experienced during each situation. Facilitator lists these for further reference.
3. To assist participants in practicing the three-step conflict skills process, facilitator provides a personal example of a conflict. Using the phrases, "I hear ..." "I feel ..." and "I want ..." the group works through the process together, offering suggestions of response.
4. Participants return to trios to role play their own conflict situations. This can be done as a group or by taking specific roles and asking one trio member to observe and react. Each participant presents a real situation from his/her past experience. It is recommended that participants play the part of their own adversary in order to observe another person dealing with the conflict they experienced.
5. Facilitator invites participants to briefly react to the experience, using a reaction WHIP* format.

35

* See definitions.

** See appendix.

SUPPLEMENTAL ACTIVITIES

CONTRACT SETTING

OBJECTIVE Warm-up

AWARENESS

PURPOSE

To build a mutually agreeable contract between participants and trainers.

To bring to surface critical concerns and key questions of participants and trainers.

To set ground rules for sessions, including norms such as honesty, and procedures, such as beginning and ending times.

To build trust, openness, and honesty among participants and with trainers.

25

LOGISTICS

Room large enough for small groups or separate rooms. Chairs in circle, each small group with its own chart pad, markers, and masking tape.

MATERIALS

Small pad, chart pad, felt tip markers, masking tape.

Time Required

1 to 3 hours

37

PROCESS

1. Facilitator asks participants to list the goals and objectives they want accomplished by the end of the sessions. The task may be posed as follows:

   "If this training program was extremely successful for you, what would you want accomplished by its end for yourself? What questions would you want answered? How would you like to feel? What would you like to believe? What would you like to have happen in this small group?"

   Answers are shared and are written on chart pad. When a range of answers has been written on the large pad, the group is asked to look for agreements and apparent priorities. If there is time, a consensus list can be developed that sets objectives for the session.

2. The facilitator is not passive during this time. She or he can suggest her or his objectives and desired outcomes. During this process, or at the end, the facilitator reviews the objectives and assesses whether the training program as presently designed or as possibly modified can meet group needs. The facilitator honestly shares with the group which objectives s/he considers to be achievable and nonachievable. This is an important part of the contract-building process in which the facilitator is honest with the group and makes no false promises about what the training program can deliver.

3. To identify group resources, participants and trainers share the resources they bring to accomplish the group objectives. Resources can include information, skills, openness, discipline, promptness, etc. Facilitators should make note of the resources in the group and be willing to use those resources as appropriate in the training experience.

38

CONTRACT SETTING - (continued)

OBJECTIVE _____
AWARENESS _____

PURPOSE

PROCESS

VARIATION

1. Facilitator utilizes statement of intent. If a group is large some words need to be said to the whole group prior to division into small groups. Opening remarks may sound as follows:

   "In trying to deal with a complex issue such as sexism, we have learned that we as trainers and you as participants bring a great variety of concerns, questions, and resources to the task. In order that we might get better acquainted, share our concerns, recognize our questions, and identify the multiple resources that are in the room, we suggest that we begin our program by building a contract with each other. This contract will set the foundation for our work together. We will divide into a number of groups, each with its own facilitator, and the contract building will occur within those small groups.

   Facilitator then divides the group by a prearranged method (by sex or some other criterion). If the division is by sex, the men's and women's contracts should be placed side-by-side at the conclusion of the experience and any glaring differences that would affect women and men working together should be adjudicated. If the group is not divided along sex lines, the need for this comparison is not as great. Only glaring differences, which usually do not exist, need to be addressed.

Credit: Mary M. Campbell and Robert W. Terry, Handbook of Training Activities to Combat Sexism in Education. Program for Educational Opportunity, University of Michigan, Ann Arbor, Michigan.

26

LOGISTICS

MATERIALS

39

Time Required

40

ROLE PLAY

OBJECTIVE 2

AWARENESS High

PURPOSE

To illustrate the existence of sex-role stereotyping in social interaction and emotional expression of students in schools.

To provide an opportunity for participants to identify sexist practices in the school setting.

To provide an opportunity for participants to develop skill in dealing with problems regarding sexism in the schools.

27

LOGISTICS

Approximately 15 participants.

Time Required

Varies with use

MATERIALS

Copies of problem solving unit
Pencil/Pen

PROCESS

1. Participants divide into role play groups of two or three. Facilitator distributes a role play situation to each group and allows time for group preparation.
2. Brief role plays are presented; five-minute discussion of presentations provides closure for each.

VARIATION

1. Problems are distributed randomly to individuals. Their responses are recorded. Like problems are grouped together and responses are shared and discussed.
2. Participants may be asked to write out their own situation describing a problem dealing with sexist behavior. The group may then discuss.

Credit: Activity and Role Plays developed by Lois B. Hart, Ed. D.

PROBLEM-SOLVING ROLE PLAYS

A. Ms. Harper, a science teacher, asks her colleague, Ms. Barrington, to send her six people to assist her in carrying some textbooks to the bookroom. Six boys arrive in Ms. Harper's room. Later, she humorously attempts to make the point that girls must be considered capable of carrying things. Ms. Barrington replies that "boys should carry things." The next time a request is made for six people, six boys again greet Ms. Harper.

What would your response be?

B. Your seventh-grade English class was working on a poetry unit. One requirement was to write a poem to be read before the class. This one was read by one of your students:

BOYS
dirty sporty
fighting running sleeping
lazy silly shy pretty
giggling shopping baking
nice quiet
GIRLS

What would be your response?

C. During recess, your fourth-grade students are choosing up sides to play kickball. One by one, other students are quickly chosen while Sammy waits, hoping he'll be next. The team captains and their team members are overheard making comments like, "Don't pick Sammy, he's no good." Sammy turns away and bursts into tears. A classmate yells out, "Look at the sissy ...he's crying like a girl!"

What would you do?

D. The building committee of a high school is meeting to discuss in-service possibilities for the spring. Chuck is chairing the meeting while ideas for in-service topics are being listed on the chalkboard by Carole. The other four members (Lorraine, Howard, Bill and Keith) are making suggestions as Chuck calls on them. Carole continues to check with the men to be sure their suggestions are recorded accurately, but does not follow this procedure with Lorraine. Keith notices that Chuck recognizes the men many more times than he does Lorraine, who is often interrupted as she speaks.

If you were Keith or Lorraine, what would you do?

E. Ms. Brownell asked the physical education teacher to give her some help in teaching her sixth-grade class touch football because she wanted the students to learn how to have fun together. Miss Shane gave a good classroom presentation but concluded her explanation with, "Now boys, remember we girls are fragile."

What would you do?

F. Melissa has an interest in auto mechanics so she signs up for that class. Her teacher indicates that it is unusual that a girl would even want to take the class and that no girl has ever lasted in his class. He reminds her that he doesn't have a place for her to clean up. Melissa attends the first class but never returns again.

What might have caused her to give up?

What should and could a teacher do in a situation like this?

G. Sammy has always been a bright student; in fact, he won the spelling bee just before recess. Outside on the playground during recess, the boys are skateboarding. Sammy is asked to give it a try...he is reluctant since he has never enjoyed physical activity, but he tries and promptly falls on the ground. The others laugh uproariously, calling him "sissy" for being so clumsy.

What would you as the teacher of these students do?

H. Ms. Arnold has a class of 37 second-graders. She has been forced to organize every phase of their activities in order to keep the day running smoothly. One way in which she has accomplished this is to have students begin each activity by designated groups. For example, when it is time to go to lunch or recess, the two groups of girls get ready and leave first. The girls' groups are also first to get any materials needed for projects.

Would you make any changes in this room? Why or why not?

I. In a third-grade classroom the teacher, Mr. Blakely, has cooperated with his students in organizing classroom tasks. You notice at the end of the day that each student has a job to do to ready the classroom for the next day. Marie and Judie are watering plants. Jesse, Blake, Rudy and Mike are moving desks, carrying the A.V. equipment back to the A.V. room, and closing and locking windows. Sally and Mary Ellen are collecting papers and erasing boards.

What suggestions would you make?

J. I am attending an informal meeting to discuss ways of best informing others of our concerns about the village election. There are five females present and one male. Every time a question is raised, the male settles back in his chair and answers it with THE ANSWER. Discussion comes to a standstill. The man is not uninformed; his information is no doubt accurate and could be helpful if it were not that he so obviously knows it all. I am not chairing the meeting.

What can I say to the man so that others of us may have a chance to discuss the issue? I don't like to be rude to people.

K. Baker Junior High teachers have a biweekly staff meeting and a half-day in-service training session every two months. Monica has slowly become aware that not only has the staff continued to segregate itself on a racial basis, but the women and men also sit apart from each other. She mentions her observations to a male colleague, who replies that the men have nothing in common with the women.

What observations do you have about this situation?
What would you do?

SIMULATION IN SEXISM

OBJECTIVE 4

AWARENESS Medium-High

PURPOSE

To observe and participate in the verbal and non-verbal prejudices directed against people who cross sex stereotyped job barriers.

To use skills of conflict management.

PROCESS

1. Facilitator chooses eight people (should be fairly familiar with the group in order to make good choices) and gives them a card which describes the character they are to depict.
2. Facilitator then instructs the remaining participants to observe the behavior and watch for sexist comments, behaviors.
3. After the role play, observers share perceptions of sexist behaviors exhibited.

LOGISTICS

Total group.
Eight participants are involved in role playing; the others serve as observers.

MATERIALS

Copies of role descriptions.

Time Required

1/2 hour

ROLE DESCRIPTIONS

THE SITUATION: A man has just been placed in your building as the principal's secretary. The chosen characters are in the faculty lounge discussing the new situation.

Only the teacher characters are in the lounge at first. They discuss the situation for a short while. Then the two additional characters enter--the principal (preferably a woman) and her secretary. Let the discussion go on for another ten minutes after they arrive.

Macho Social Studies teacher: Not so much anti-female as a "defender of the weaker sex." Can't understand why they would take a prime job like the principal's secretary away from some precious lovely who was really suited to that kind of thing.

Science department clown: Drops clever comments having to do with the length of the new secretary's nails, purse, wonders if the Personnel Office checked out his legs, etc.

Family life teacher: Strong, non-sexist. Keeps making positive comments about how great it is that this man is so secure in his masculinity that he is able to take this job. Talks about women truck drivers, telephone repairwomen, etc.

Language arts teacher: Sees all sides of everything. Understands everyone's feelings. Often says, "I can see your point," and "Well, yes, I understand how you feel." Asks people to explain why they feel the way they do, and then UNDERSTANDS.

Industrial arts teacher: A "regular" guy. Isn't exactly thrilled to see a male secretary, but doesn't object to it either. Sees that everyone makes a living in the best way s/he can. A peacemaker type when things get rowdy.

Math teacher: Strong sexist. Thinks it is terrible that a man should be debasing himself with a woman's job. Obvious references to question man's virility, self-respect and sanity. Would like to file a grievance if it were possible, or at the least request a personal transfer.

Building secretary: Play it as you see it!

Principal: Aware of tensions that have been raised, but very supportive of all building personnel and especially, at this time, of the new secretary. Would not put anyone down, but makes it clear that secretarial appointment will stand.

APPENDIX

AN EXCERPT FROM "IMPLEMENTING TITLE IX: A SAMPLE WORKSHOP"

by Shirley McCune, Martha Matthews,
Kent Boesdorfer, Joyce Kaser, and Judy Cusick*

III. SCHOOLS AND FEDERAL ANTIDISCRIMINATION LAWS (Time required: 40 minutes)

A. Purposes of the activity:

- To provide an overview of the range of Federal antidiscrimination laws affecting education agencies and institutions
- To provide participants a framework for considering the evolution of Title IX
- To review Federal laws prohibiting racial and ethnic discrimination in schools and reinforce efforts for their implementation
- To provide participants an opportunity to assess their skills in the recognition of illegal discrimination in education policies, programs, and practices and in the identification of Federal laws which apply to various discriminatory situations

B. Materials:

For distribution to participants:

"Identifying Discrimination--Case Examples" (pages A7-A10)

"Identifying Discrimination--Analysis of Case Examples" (optional) (pages A11-A13)

For workshop leader use:

A chart (on newsprint, acetate transparency, or chalkboard) containing the following information:

---

*Prepared under Contract 300-75-0256 by the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, for the Women's Educational Equity Act Program, U.S. Office of Health, Education, and Welfare. Research and staff assistance also supported by funds from The Ford Foundation.

Summary of Federal Antidiscrimination Requirements

Law or Executive Order	Prohibits	Covers
Title VI of the Civil Rights Act of 1964	Race discrimination	Students
Title VII of the Civil Rights Act of 1964	Race and sex discrimination	Employees
Executive Order 11246	Race and sex discrimination	Employees
The Equal Pay Act	Sex discrimination (in pay only)	Employees
Title IX of the Education Amendments of 1972	Sex discrimination	Employees and students

C. Procedure:

Lecturette; individual review of case examples; small-group discussion of case examples; discussion and review in total group

1. Display "Summary" chart.

2. Suggested introduction:

"In our first workshop activity we have focused generally on issues relating to differential treatment of females and males in education. In most of the remaining workshop activities, we will consider very specifically the requirements for nondiscrimination on the basis of sex which are contained in Title IX and its implementing regulation. We will examine their implications for the issues raised in the general assessment, and explore their significance for our own job functions and the policies and programs of our own agencies and institutions.

"Before we move to an in-depth consideration of Title IX, however, it is important that we review other Federal antidiscrimination requirements relevant to education. Title IX is not an isolated requirement recently imposed on education agencies and institutions and soon to be forgotten. It is rather the most recent of a series of Federal statutes designed to increase equality of opportunity in education institutions. Since the 1954 Supreme Court decision regarding Brown v. The Board of Education, Federal and State legislatures, the courts, our education systems, and the society at large have been involved in continuing efforts to identify and eliminate various forms of discrimination and to better define the nature of equal educational opportunity. Title IX is the result of our recent recognition of the fact that education institutions may discriminate against students and employees on the basis of sex. Earlier legislation was enacted to prohibit other forms of discrimination. It is important that Title IX and Title IX compliance efforts be considered in this context."

3. Suggested lecturette: Review of Federal Requirements Prohibiting Discrimination in Local Education Agencies (5 minutes).

"Four Federal antidiscrimination laws and a Federal executive order, identified on the 'Summary' chart you see posted, comprise the major antidiscrimination requirements which are relevant to local education agencies. These include:

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act prohibits discrimination against students on the grounds of race, color, or national origin in programs receiving Federal funds. Title VI and related case law prohibit discrimination on the basis of race in student admissions, access to courses and programs, and student policies and their application. They also require the provision of bilingual instruction or some other method of comprehensible education for students of limited English-speaking ability. Any institution or agency receiving Federal funds is covered by Title VI. Most education activities of a recipient agency or institution are covered, including activities or programs not in direct receipt of Federal funds.

Procedures for the filing of possible complaints are provided under the legislation. Such complaints should be filed with:

- The Office for Civil Rights
  U.S. Department of Health, Education, and Welfare
  Washington, D.C. 20201

  or

- A regional Office for Civil Rights
  U.S. Department of Health, Education, and Welfare

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

Title VII of the Civil Rights Act prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex. All institutions or agencies with fifteen or more employees--including State and local governments and labor organizations--are covered under the amended Act. Title VII prohibits discriminatory practices in all terms and conditions of employment, including:

- recruitment, selection, assignment, transfer, layoff, discharge, and recall
- opportunities for promotion
- in-service training or development opportunities
- wages and salaries

- sick leave time and pay
- vacation time and pay
- overtime work and pay
- medical, hospital, life, and accident insurance
- retirement plans and benefits
- other staff benefits

Complaints of employment practices which discriminate in violation of Title VII should be made to:

- The Equal Employment Opportunity Commission
  2401 E Street, N.W.
  Washington, D.C. 20037

  or

- A regional office of the EEOC

In instances where State or local fair employment practices laws provide procedures for the handling of complaints of discrimination, the complaint may be referred to the agency for a sixty-day period of time. If the complaint is not resolved at this level, the EEOC assumes responsibility for investigation and conciliation. If this fails, the EEOC, the U.S. Attorney General, or the complainant may file suit.

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972

The Equal Pay Act prohibits sex discrimination in salaries and most fringe benefits. All employees of education institutions and agencies, including those in professional, executive, and administrative positions, are covered by the Equal Pay Act.

The Act provides that a man and a woman working for the same employer under similar conditions in jobs requiring substantially equivalent skills, effort, and responsibility must be paid equally even when job titles and assignments are not identical.

Employers are required to maintain specified records relevant to the determination of possible violations of the law. Complaints may be filed with:

- Employment Standards Administration
  Wage and Hour Division
  U.S. Department of Labor
  Washington, D.C. 20210

  or

- A regional office of the U.S. Department of Labor

Title IX of the 1972 Education Amendments

Title IX prohibits discrimination on the basis of sex against students and employees of education programs and activities receiving Federal funds. Nearly all elementary, secondary and postsecondary institutions are covered under this legislation. The Title IX regulation prohibits sex discrimination in such areas as:

- admissions to vocational, graduate, professional, and public undergraduate schools
- access to courses and programs
- counseling and guidance--tests, materials, and practices
- physical education and athletics
- vocational education programs
- student rules and policies
- treatment of married and/or pregnant students
- financial assistance
- student housing
- extracurricular activities
- employment in education institutions

The Regulation covering Title IX requires education agencies and institutions to develop grievance procedures for the local handling of complaints of discrimination. This procedure may be used or complaints may be filed directly with:

- The Office for Civil Rights
  U.S. Department of Health, Education, and Welfare
  Washington, D.C. 20201

  or

- A regional Office for Civil Rights
  U.S. Department of Health, Education, and Welfare

Executive Order 11246 as amended by 11375

Executive Order 11246 prohibits employment discrimination on the basis of race, color, religion, national origin, or sex in institutions or agencies with Federal contracts of over $10,000. Relevant contracts include both contracts for direct services and "grants" which involve a benefit to the Federal government. Institutions or agencies covered under the Executive Order must observe nondiscriminatory practices in hiring, discharge, promotion, wages, benefits, training, and all other conditions of employment.

Those institutions or agencies with Federal contracts of $50,000 or more and 50 or more employees are required to develop written affirmative action plans with numerical goals and timetables. Although the contract may involve only one unit with the institution, the affirmative action plan must cover all employees throughout the institution.

Enforcement of the Executive Order and related policy guidelines are the responsibility of the Office of Federal Contract Compliance (OFCC) of the U.S. Department of Labor. The OFCC has designated HEW as the agency responsible for enforcement of the Order as it affects education institutions and agencies. Complaint procedures are provided for the filing of charges of possible discrimination and noncompliance. Complaints should be filed with:

- The Office of Civil Rights
  U.S. Department of Health, Education, and Welfare
  Washington, D.C. 20201

  or

- A regional Office for Civil Rights
  U.S. Department of Health, Education, and Welfare"

4. Distribute "Identifying Discrimination--Case Examples."

5. Suggested introduction to case examples:

"It is important that each of us knows not only the general provisions of these Federal requirements, but also how to apply them to the evaluation of discrimination in education policies, programs, and practices.

"Each of you should have in front of you some sheets titled "Identifying Discrimination--Case Examples." Each example described on the sheets is taken from an actual school situation. Please take a few moments to read each example. Consider each one and determine whether you believe it is in violation of any of the Federal antidiscrimination requirements just reviewed. You may want to refer to the 'Summary' chart which is posted in the room. Write the number of the Federal law or order which you believe applies to each example in the space provided below it."

6. Ask if there are any questions and provide any clarifying information which may be appropriate. Allow participants approximately 5 minutes to review the case studies individually.

7. After most participants appear to have completed their reviews, give participants instructions to form small groups of 4 or 5 persons. Ask them to spend approximately 20 minutes discussing:

- the law or laws applicable to each example

- the critical factors indicating possible discrimination in each example
- any similar circumstances or situations in their own agencies or institutions

If it appears that participants may have difficulty completing the discussion during the time allotted, the workshop leader may assign groups on one side of the room the odd numbered cases and groups on the other the even numbered, or assign examples 1-3 to some groups, examples 4-6 to others, etc.

8. After the small-group discussions have been completed, it is useful to spend approximately 15 minutes in review and clarification in the total group. The leader may ask members of the group to volunteer their comments on each of the examples. As each is discussed, it is important that the workshop leader determine that the small groups have correctly identified the laws relevant to each example. When differences of opinion or confusions are evident, it is important that the workshop leader or resource person highlight the factors which are critical to the identification of the relevant Federal requirement. The workshop leader or resource person may wish to refer to "Identifying Discrimination--Analysis of Case Examples" for clarifying information. Copies of the "Analysis" may be distributed to participants for future use, but this should not be done until after discussion of the examples in the total group.

If time permits, it may also be useful to encourage discussion of any questions regarding the existence of possible discriminatory situations in the participants' own institutions. If this is done, workshop leaders or resource persons should restrict their comments to information regarding the possibility of discrimination and refrain from other evaluation.

READING 2

SUMMARY OF THE REGULATION* FOR TITLE IX EDUCATION AMENDMENTS OF 1972

Title IX of the Education Amendments of 1972 says:

"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are:

- schools whose primary purpose is training for the U.S. military services or the merchant marine;
- practices in schools controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs;
- the membership policies of the Girl and Boy Scouts, the YMCA and the YWCA, Campfire Girls and other single-sex, tax-exempt "youth service" organizations whose members are chiefly under age 19;
- university-based social fraternities and sororities;
- activities relating to the American Legion's Boys State, Boys Nation, Girls State and Girls Nation conferences;
- father-son or mother-daughter activities, so long as opportunities for "reasonably comparable" activities are offered to students of both sexes;
- scholarships or other aid offered by colleges and universities to participants in single-sex pageants which reward the combination of personal appearance, poise and talent.

Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the **Resource Center on Sex Roles in Education** of the National Foundation for the Improvement of Education.

GENERAL PROVISIONS — § 86.3 - 86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must have completed the evaluation and steps to overcome the effects of bias by July 21, 1976.

The regulation also requires that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures — they may file a complaint directly with the U.S. Department of Health, Education and Welfare.).

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

ADMISSIONS — § 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. HEW will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

*45 CFR Part 86. The text appears in the *Federal Register*, June 4, 1975, page 24128. Copies are available from the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 330 Independence Ave., SW, Rm. 3239, Washington, D.C. 20201.

PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund. Funded by the Ford Foundation to monitor enforcement progress under federal law forbidding sex discrimination in education. 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005. Project Director: Holly Knox. Associate Director: Clelia Steele. Staff: Michael Busch, Ricardo Carbacho, Nancy Dayton, Robin Gordon, Lynda Weston.

This material may be reprinted without permission, as long as credit is given to PEER as the source.

The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

TREATMENT OF STUDENTS — § 86.31 - 86.42

General Coverage — § 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance), and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

Housing and Facilities — § 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Courses and other Educational Activities — § 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools had until July 21, 1976, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling — § 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

Student Financial Aid — § 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Athletic scholarships. An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.41).

Scholarships for study abroad. The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

Single sex scholarships. An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can only go to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

- select financial aid recipients on the basis of nondiscriminatory criteria, not the availability of sex-restricted scholarships;
- allocate sex-restricted awards to students already selected in such a fashion; and
- ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

Student Health and Insurance Benefits — § 86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status — § 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics — § 86.41

General coverage. The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

Separate teams and contact sports. Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In *noncontact* sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Adjustment period. Elementary schools must comply fully with the section covering athletics "as expeditiously as possible" but no later than July 21, 1976. Secondary and post-secondary institutions have until July 21, 1978, to comply fully.

Textbooks — § 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

EMPLOYMENT — § 86.51 - 86.61

General Provisions — § 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits: discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into

union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits — § 86.56

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees *or* equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

Marital status and pregnancy — § 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

Effect of state and local laws — § 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

ENFORCEMENT PROCESS — § 86.71*

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews — broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW, 330 Independence Avenue, SW, Room 3256N, Washington, D.C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW within 180 days of the date of discrimination. If after this investigation, HEW finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Justice for possible federal prosecution or to state or local authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

---

*The full text of these procedures appears at 45 CFR §§ 80.6 - 80.11 and 45 CFR Part 81. See also PL 94-482, § 407.

Reprints of this **Title IX Summary** may be requested from PEER. Single copies and small orders, free; bulk orders, $5 per 100 (prepaid if possible). Make check or money order payable to NOW LDEF-PEER. An order form for other PEER materials is also available. Write PEER, 1029 Vermont Ave., NW, Washington, D.C. 20005.

Peer

THE PROCESS OF CHANGE:

A HANDBOOK FOR TEACHERS ON THE

CONCEPT OF CHANGING SEX-ROLE STEREOTYPES

by Gloria Golden, Lisa Hunter, and Greta Morine

The Study of Attitudes

The study of attitudes is a complex one which has continued formally since 1918, when Thomas and Znaniecki defined social psychology as the study of attitudes. The most widely used definition of attitude comes from Allport (1935). An attitude, he said, is "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related." Zimbardo and Ebbaton (1969) specified further that "in addition, attitudes are . . . learned rather than innate. Thus, even though attitudes are not momentarily transient, they are susceptible to change."

Psychologists focus on many facets of attitudes and attitude change. They develop theories of how attitudes are formed, study the relationships between attitudes of values and behavior, argue about the function of attitudes, and investigate hypotheses about how attitudes can be changed.

Triandis (1971) suggests that people have attitudes for many reasons.

Attitudes:

(a) help (people) understand the world around them, by organizing and simplifying a very complex input from their environment;

(b) protect their self-esteem, by making it possible for them to avoid unpleasant truths about themselves;

(c) help them adjust in a complex world, by making it more likely that they will react so as to maximize their rewards from the environment;

(d) allow them to express their fundamental values.

Reprinted by permission of the authors and Far West Laboratory for Educational Research and Development. Materials developed through the support of the U.S. Office of Education, D.H.E.W.

There is also, of course, a link between attitudes and behavior. Behavior "is the result not only of attitudes but also of norms, habits, and expectations about reinforcement" (Triandis, 1971). An attitude may be responsible for a person's behavior, or an attitude may develop to justify a peron's previous behavior. One of the debates in the study of attitudes is whether changing behavior changes attitudes, or the other way around.

Attitude Change

Triandis (1971) subdivides attitudes into three components: cognitive (the idea), affective (the emotion which charges the idea), and behavior (the action component). These components act as a unit. Some of the methods for changing an attitude may only be effective with one or two of these components. In order to completely change an attitude, each component must be altered.

There is some general agreement among psychologists about the means by which a person's attitudes are changed. One way is through receiving new information, either from the media (newspapers, T.V., films) or from other people. Information dissemination hits the cognitive component of attitudes.

New information can reach the affective component of attitudes through direct contact or experience with someone about whom an attitude is held. Many studies have found, for example, that if a white person with a prejudice against Blacks comes into close contact with Black people (e.g., in the Army), the white person's attitudes may change favorably towards Blacks when he discovers that the stereotypes he has been holding are untrue.

Another way to change attitudes is by forcing a person to behave in a way that is inconsistent with his beliefs or attitudes. This force is usually created by legislation. For example, laws which prohibit employment discrimination against women force an employer who believes women are professionally inferior to men to go against his attitude. Presumably that person's attitude would change as a result of hiring a number of competent women, and observing them work.

People also change their attitudes to conform with an event that has already occurred, in order to achieve some consistency between their attitudes and the implications of the event. For example, Triandis (1971) cites a study by Cole, Hartry and Brebner (1962) which explored people's attitudes towards Caryl Chessman before and after his execution. More people feel he deserved the death sentence *after* his execution in prison than before he was executed. People changed their cognitive attitudes to make them consistent with the event.

These examples have been presented to give a general idea of some of the directions the study of attitudes has taken. Other areas of research include analysis of the source of the message for change, the characteristics of the audience receiving the message, the message itself, and the use of fear to change attitudes.

The steps of the change model were developed by McGuire after Hovland, Janis, and Kelley.

The revised concept is defined in terms of behavior that might be observed at each step.

I. ATTENTION: Focusing on the stereotype

A. The teacher focuses directly on the stereotype.
Provides on-the-spot intervention when sexist comments, actions occur.
Points out existing (limited) patterns of activities.
Defines the word stereotype and lists examples of a particular stereotype.

B. The teacher introduces an activity where students discover stereotypes.
Provides experiences that help students identify stereotypes they hold.
Provides experiences that help students identify stereotypes held by others.

II. COMPREHENSION: Finding instances that contradict the stereotype

A. The teacher provides living proof (visitor, other student, teacher).
Teaches skill common to one sex to members of the other sex (taught by teachers, peers, or outside person).
Teaches new neutral skill to both sexes (soccer, camping activities, wrestling).

B. The teacher provides reported proof (media, oral account).
Critiques curricula.
Critiques mass media.
Openly alters curricula in process of using it.
Exhibits many resources about new sex roles, with either subtle or direct reference to purpose.
Has pupils report experiences that contradict the stereotype.

III. RETENTION: Reinforcing awareness of contradictory evidence

A. The teacher intervenes (with encouragement, clarification, reinforcement).
Holds spontaneous informal discussions as comments or interactions occur.
Is present and involved as students try non-stereotypic actions.
Encourages new skills students are trying.

B. The teacher involves students directly and personally in activities which counter the stereotype.
Uses many approaches at once--discussion, art, field trips, media, new skills, new models.

Uses persistent repetition.
Maintains focus over weeks and months.
Plans high proportion of "de-stereotyping" activities in which students are involved actively; activities have direct reference to students' lives and utilize a discovery mode.

IV. RESISTANCE: Rejection, partial or complete, active or passive, of comprehension, activity, and/or contradictory evidence

A. Students openly articulate their unwillingness to participate in a change-oriented activity (active, complete resistance).

B. Students express unwillingness to participate by apathetic expressions, not responding, or doing something else during the activity (passive, complete resistance).

C. Students continue to segregate themselves in activities not specifically taught or observed by teacher (active, partial resistance).

D. Student performs proposed change slowly or poorly (passive, partial resistance).

E. Students deny existence or validity of contradictory evidence.

V. CHANGE: Voluntarily or spontaneously exhibiting new behavior that demonstrates non-acceptance of the stereotype

A. Students spontaneously express preference for an activity they previously thought was inappropriate to their role and did not like.

B. Students voluntarily identify instances of sex-role stereotyping in teacher behavior, peer behavior, resource materials.

C. Students express a feeling they previously considered inappropriate to their role.

D. Students openly express grievances when they feel they are being discriminated against because of their sex.

E. Students express new confidence in themselves and their abilities.

It should be noted that a plan which consciously works toward an attainable goal, a specific objective, is more easily observable and will probably be more successful in changing stereotypes than will a haphazard approach. The smaller and clearer the objective, the easier it will be to chart progress toward it. In addition, a simpler objective can be reached more easily, and the discouragement felt from subtle changes, or no change at all, can be avoided.

ILLUSTRATION OF THE CONCEPT: EXAMPLES IN TEACHING PRACTICES

To better illustrate the parts of the change concept, this section will provide examples of activities devised by fourth grade (and tenth grade) teachers. The activities will be listed under the concept subheadings: Attention, Comprehension, Retention, Resistance, and Change. The two lesson plans which are outlined in this section are composites of change activities created and tried by a number of teachers.

Attention, Comprehension, Retention, and Resistance contain natural logic. A person is usually unlikely to *comprehend* proof that an idea is a stereotype if he/she has not at some point *attended* to the fact that it exists. He/she is unlikely to fully *retain* the information that the stereotype is untrue if he/she has not looked at it from a number of angles, seen how it relates to him/her personally, thought about it more than once. And he/she is certainly not apt to take any of his/her views very seriously --stereotypes or non-stereotypes--if he/she doesn't *resist* outside attempts to *change* them before making an internal decision to change. It is hoped that this logic will be evident in the examples provided in this section.

Before reporting the lesson plans which incorporated strategies based on the change concept, we would like to mention something about long-range goals. Some teachers find it useful to select an overall objective or goal on which to base their efforts at changing stereotypes. Some examples of such objectives are:

- Girls and boys will become aware of choices open to them in adult careers that are usually associated chiefly with the opposite sex.
- Girls and boys will accept the fact that ability in sports is equally possible for both sexes.
- Girls and boys will learn one or more skills usually taught only to the opposite sex.

There are many, many possible objectives . . . some modest, some ambitious.

Fourth Grade Example

The teacher whose change activities will be described here had as her overall objective: Girls and boys will accept the fact that ability in sports is equally possible for both sexes. In actuality, she did not expect to see this goal accomplished within the year in which she taught the class. Nevertheless, she found that having this ideal end point in mind helped her maintain a clear focus in planning activities.

Attention. She structured an activity that would call attention to the stereotypes: girls and women are not good at sports; boys and men are good at sports. The children read a story in a fourth grade reader that portrayed a mother as incompetent in a baseball game and contained generalizations about the incompetence of women in sports. The teacher first asked the boys if they thought mothers could play baseball. The responses reflected

numerous stereotypes and were listed on the board. They included: mothers don't know the rules of the game; don't know the difference between football and baseball; don't know sports equipment; don't know the positions; are dumb. The teacher asked the boys what single statement would summarize what was on the board; they said: "Boys are better at sports . . . better than girls." Several of the girls voiced their disapproval and a great deal of commotion followed. The teacher did not voice an opinion. If asked, she would have said something like this: "Let's keep both points of view in mind. We'll be having more activities and discussion on this topic. We all have to do more thinking and have more facts on this subject. I will tell you my opinion after some of these activities have taken place and you have formed your opinions."

Comprehension. In the activity about to be described the teacher helped the children comprehend that the stereotypes were not borne out by real data. The teacher asked for and listed children's responses on the board. She asked several questions which made the children think about new possibilities. "Who are the best baseball, kickball, handball, and volleyball players in the class? Who are the poor players?" Girls' and boys' names appeared on the board on both lists; the best handball players were girls. The children were surprised on two counts: 1) girls' names appeared on the list of best players in the various sports; 2) some of the poor players were boys.

Some teachers may take exception to the competitive content of this teacher's questions and the painful feelings they could evoke. However, as the discussion continued, the teacher led the children to see that one of the major reasons some people can't play as well as others is that they haven't had as much practice. This led to the first Retention activity described below.

Retention. The activity to be described here qualifies as Retention because it provided an opportunity for the children to better learn and *retain* what they had discovered in the Comprehension activity.

During the Comprehension discussion dealing with sports abilities, the children had talked about the importance of practice in developing athletic skills. Some of the children said they got their practice by playing on a team and could teach the less skilled players during recess and lunch. The teacher planned the following Retention activity: During the physical education period, small groups of girls and boys coached small groups of the less skilled players. A friendly rapport developed between the groups. Enthusiasm was so strong that the coaching continued during recess and lunch. By her voice tone, and her choice of language, the teacher persistently stressed that the coaches were children with more practice and the learners were children with less practice. That is, it was no longer a matter of "good" players and "bad" players.

Resistance. Resistance takes many forms. Each child's right to *resist* changing a stereotyped impression must be respected. Here are a few examples of resistance that occurred in the context of the lessons on sports stereotypes in the fourth grade class:

1) In the initial Attention clash with the girls over their view that boys are better at sports, the boys strongly rejected the girls' contention that they were wrong.

2) During the Comprehension discussion on best players, one of the girls was embarrassed about her competence at handball. This was especially evident in her body posture. When both boys and girls said that she was good at the game, which proved girls too were good at sports, she shrugged her shoulders as though to deny their statement.

3) After some of the girls had learned to play football as a result of numerous practice sessions (Retention), the class again examined the stereotype. Some of the boys still refused to budge from their view that girls aren't capable of learning the game. At this stage, however, they tended to express their resistance through facial expressions or by reticence; at the Attention stage, they had been very vocal in their stance.

4) During the period where change was clearly evident in over half the students in regard to the stereotype, the remainder of the students continued to resist. They were unconvinced or unengaged to various degrees. For example, some boys were willing to veto the stereotype during discussions but were still unwilling to include girls on the playing field. Others would include girls who knew a game but were not willing to teach them to play. Some of the girls expressed their own resistance by refusing to learn new games. Their reasons were varied. Some thought energetic ball games were unfeminine. Others were afraid they would fail. However, some of the latter group did not believe the stereotype but were simply having difficulty overcoming their personal apprehensions.

It is extremely important that teachers allow resistance to be expressed. The very expression of resistance indicates that the issues have the child's attention. Without the intervening expressions of opposition, it is less likely that a changed point of view will be authentic and have the strength of conviction. Further, if a child comes to feel that it is not wrong for him to express a view that conflicts with others' opinions, he is less likely to resist changing his mind.

Resistance is an important aspect of change. It is a safeguard against change that is too rapid. It enables the individual to maintain his integrity, to avoid being "overthrown" by outside opinions. Resistance may be long-lived. Views that have been years in the building cannot be altered quickly. In fact, a child will probably resist change even more strongly if he is not allowed to move at his own pace.

When resistance occurs, it may not be easy to immediately determine what the student is resisting, if the judgment is made on the basis of nonverbal cues. It cannot be immediately assumed that a student is resisting a stereotyped idea. It is advisable to consider other possibilities as well. The student may be reacting to other occurrences--perhaps the manner in which the teacher or students are interacting with him, or something that occurred to him on the way to school--and not the lesson on stereotypes

itself. In determining if the resistance is to changing stereotypes, it helps to ask the student to verbalize his thoughts about aspects of the lesson material itself.

Change. After determining an overall objective, it is useful to make a list of changes that can be expected on a long-term basis. It is also helpful to speculate on the kinds of change, however subtle or small, that might occur at the end of a particular change activity, such as Comprehension. It will, of course, be difficult to know with certainty how a particular group of students will respond. The formulation of a change strategy will involve a constant revision of expectations, and there will also undoubtedly be some surprises. It is difficult to anticipate when a student or a group of students will have a sudden insight on the basis of a new experience or new information. When this does happen, however, it would be wise to follow up the event with activities that reinforce it, e.g., a discussion in which new thoughts are examined, a creative writing effort in which new feelings are expressed. (Of course, that is the purpose of Retention activities. Repetition aids the integration of newly learned views.)

Change can be overt or subtle. There are different kinds of change indicators--actions (deeds), spoken or written statements, body statements. In the case of the fourth grade class, the teacher saw these changes after specific activities: 1) After the Attention activity, many of the students were able to articulate what the majority of the boys thought about the girls' ability in sports, and some of the girls could articulate their belief that the boys' opinion was inaccurate. 2) After the Comprehension activity, some of the children noted that in actuality some of the best players were girls and that some of the poor players were boys. 3) As a result of these realizations, some of the better players volunteered to teach various sports skills to some of the poorer players.

After several months of Attention, Comprehension, and Retention activities, the teacher saw some changes that indicated some of the students had permanently rejected the stereotype and consequently had begun to view themselves and their abilities in a different light. Consider these evidences of change: 1) Some girls' overall attitude about sports had changed. Previously, they had said they didn't like to play; now they expressed enthusiasm to learn. 2) Some girls who had rarely, if ever, participated in games that involved throwing, kicking, hitting, or catching a ball, were now occasional participants. 3) The teacher discerned some increase in the girls' overall self-confidence. This was apparent in subtle ways--in voice tone, in posture, in artwork involving self-portraiture. 4) Some of the boys who had previously upheld the stereotype, now would voluntarily state their disagreement with it. This occurred spontaneously in various circumstances: when encountering stereotypic references in textbooks; in discussions when negative comments were made about the abilities of women. 5) During recess and after school hours, some of the boys who previously had excluded girls from games now accepted them. (That this behavior occurred outside of classtimes makes it a better indicator of

change. During school hours, the boys' behavior might be seen simply as conformity to expectations of teachers and peers and not a sign of true change.) 6) Some of the boys who were not willing to make the changes mentioned in 4 and 5 had taken smaller, but still important steps. They were aware of facts which contradicted the stereotype and in a discussion would admit that women were or could be capable sportspersons.

In summary, then, there were many gradations of change and many points at which changes occurred. These changes were the result of a great deal of continued effort, persistent patience, and sensitive pacing on the part of the teacher.

Comments on the Process

On paper, the Change concept has a linear aspect which it does not have in reality. For example, Attention and Comprehension may occur within the same activity. Also, Attention, Comprehension, Retention, Resistance, and Change may occur many times, with many such cycles being necessary before any lasting change is observable.

The occurrence of Retention varies. For some minor change objectives, it might not be necessary or observable at all. For difficult objectives there may be numerous Retention events to be observed or planned. Depending upon the students' needs, it might be appropriate to introduce Retention only after variations of Attention and Comprehension have occurred several times.

As mentioned in the illustrations, Resistance is likely to occur during almost any change activity, will take numerous forms, and will vary in strength from individual to individual. Even though Resistance is often given a negative connotation, it is a natural and mostly necessary part of the change process, and is therefore an important phenomenon to be observed. Resistance will be diminished somewhat if students examine their views gradually, at a pace with which they are comfortable, and in an environment which is not coercive. Dividing the change process into Attention, Comprehension, and Retention helps in the establishment of this pace.

Change is not simply an end-point occurrence. It can occur during Attention, Comprehension, Retention, Resistance. It can be as large as a complete rejection of a stereotype that had formerly been firmly held; it can be as modest as a willingness to admit that one ascribes to a stereotype. In part, what can be considered change depends on the definition imparted by the observer, in this case the teacher.

Change can be difficult to pin down. Now you see it, now you don't. It's difficult to know what is permanent, what is fleeting, what is a conformity response, what is a truly internalized alteration in viewpoint. Even a change in thought does not mean a change in action. And a person may be

willing to make some changes in some circumstances and not in others, depending upon the pressures on him and the risks he is willing to assume. But there will be encouraging and definite signs, as the illustrations here indicate. Change is not always elusive; it can be concrete. It is important that teachers be alert to and be able to identify many types of changes in the attitudes and behaviors of children.

PREPARING TEACHERS TO CONFRONT SEXISM IN SCHOOLS: A COMPETENCY-BASED APPROACH

by Myra Sadker and David Sadker

There is an overwhelming agreement that one of the key goals of education is to encourage each child to develop to his or her fullest potential. However, numerous studies demonstrate that sexist practices in classrooms across the country limit the potential of boys and severely inhibit the potential of girls. Even the more innovative teacher education programs do little or nothing to prepare teachers who are able to reduce sexism in schools. In this article we shall focus on one of these new approaches, performance-based teacher education, and indicate the competencies teachers need to reduce and to eliminate sexist practices in their classrooms.

In order to identify competencies for a non-sexist teacher education program, it is first necessary to analyze the nature of sex bias in school and the effects of this bias on girls and boys.

Loss of Female Potential: A Report Card

There is a steadily growing body of research documenting loss of academic ability and sense of self-esteem that female students experience as they progress through school. Following is what might be termed a report card, representative rather than inclusive, that gives some sense of this loss of human dignity and potential.

- Intellectually, girls start off ahead of boys. They begin speaking, reading and counting sooner; in the early grades they are even better in math. However, during the high school years, a different pattern emerges; girls' performance on ability tests begins to decline. Male students exhibit significantly more IQ gain from adolescence to adulthood than do their female counterparts.[1]

- As boys and girls progress through school their opinions of boys become higher, and correspondingly, their opinions of girls become lower. Children are learning that boys are worth more.[2]

- Grade school boys have positive feelings about being male; they are more confident and assertive. In contrast, girls are not particularly enthusiastic about having been born female. They are less confident about their accomplishments, their popularity, and their general adequacy.[3]

Dr. Myra and Dr. David Sadker are Assistant Professors in the Education Department at American University, Washington, D.C. Reprinted with permission of authors.

- By the time they reach the upper elementary grades, girls' visions of future occupations are essentially limited to four: teacher, nurse, secretary or mother. Boys of the same age do not view their future occupational potential as so limited.[4]

- Although women make better high school grades than do men, they are less likely to believe that they have the ability to do college work.[5]

- Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates disapproved of a woman's using her intelligence.[6]

- Of the brightest high school graduates who do not go on to college, 75-90% are women.[7]

- The majority of male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity.[8]

- College women respond negatively to women who have achieved high academic or vocational success, and at times display an actual motive to avoid success.[9]

Obviously, we cannot assume that school alone is responsible for these findings. However, there is growing documentation that sexist practices do pervade our society, and as our major institution for socialization, schools play a major role in this process. To illustrate how schools teach sexism, we will identify and discuss some of the more salient elements of sex bias in elementary and secondary schools.

Curriculum

One way that sex typing occurs is through curricular materials offered to children at all levels of schooling. Whenever an elementary school child opens a reading book, a science, social studies, or math text, he is not only learning lessons in the specific content area but in sex stereotyping as well. In Caldecott Medal winners given by the Children's Service Committee of the American Library Association for the most distinguished picture book each year, there is a ratio of eleven pictures of males for every picture of a female. The ratio of pictures of male to female animals is 95 to 1. In the sample of Caldecott winners and runners up between 1968 and 1972, only two of the eighteen books were stories about girls. Moreover, not one adult woman in the Caldecott sample had a job or profession.[10]

School texts have also been examined. The Women on Words and Images studied 134 elementary school readers from 16 different publishers and found the following ratios:[11]

Boy-centered stories to girl-centered stories, 5:2
Adult male main characters to adult female main characters, 3:1
Male biographies to female biographies, 6:1
Male folk or fantasy stories to female folk or fantasy stories, 4:1
Male animal stories to female animal stories, 2:1

Moreover, Marjorie U'Ren has found that females in school texts are depicted as having less moral strength than males. "Not only are females more often described as lazy and incapable of independent thinking and direct action, but they are also shown as giving up more easily. They collapse into tears, they betray secrets, they are more likely to act on petty or selfish motives."[12]

The secondary school, too, has its biased curriculum. One of the most prejudicial areas of the curriculum is that of history. Janice Trecker has analyzed the twelve history books most frequently used in the public secondary schools. Trecker notes that history is exactly that--his story--and she provides a catalogue of the noteworthy women who are frequently excluded. Trecker also discusses some of the glaring biases in terms of time spent on various topics. For example, one high school text spends five pages discussing the six shooter and barely five lines on the life of frontier women. In another two-volume text there are only two sentences describing the women's suffrage movement, one sentence in each volume.[13]

Many feminists have commented on the phenomenon that when female characters are present in literature, their only importance is in how they relate to males. In stories about females, the central question seems to be not, "What will I be?" but rather, "Who will he be?" In their attempt to answer the question of "Who will he be?" female characters often go through a metamorphosis to attract dates or a husband. Typically this metamorphosis consists of a spirited, daring tomboy who becomes passive, demure, ladylike and, in the process, a good deal less interesting. In other fiction for junior and senior high school students, some very negative stereotypes about women are transmitted. Diane Straven analyzed this literature and found that mothers and girlfriends are drawn as one-dimensional, idealized, insipid, bitchy, or castrating.[14]

Staffing Patterns

The elementary school may be a woman's world in terms of teaching staff, but usually female teachers take their orders from a male boss. At the elementary level, 85% of the teachers are women, but 79% of the principals are men. This discrepancy in administrative staffing is widening. When one turns to the research, however, absolutely no support can be found for the favoritism given men.

Research studies indicate that women principals rank significantly ahead of men as democratic leaders. They have a more favorable attitude toward curriculum change and are more concerned with the objectives of teaching and of evaluating learning. The research further suggests that the performance of teachers is rated as more effective in buildings with

women principals and that student achievement is higher in schools administered by women principals. Women principals are generally rated much higher in terms of parental approval of schools and of the principal in general. Even on the question of discipline, parents approved of women principals more often than they approved of male principals.[15]

In an excellent review of the research findings in this area, Fischer and Pottker state: "These studies clearly indicate that the current criteria used by school boards and superintendents to hire principals [are] not related to characteristics needed for principal success. Sex has been the determining factor, with men quite clearly receiving preference, although the great weight of evidence indicates that men are less successful as principals."[16]

Segregated Activities

In the elementary school there is occasional separation on the basis of sex--lines with boys on one side, girls on another, or segregated playground and lunchroom areas. This occasional and casual segregation at the elementary level becomes an integral part of the secondary school's official curriculum. It can be seen most explicitly in home economics courses for girls only and shop courses for boys only. Some vocational-technical high schools have also been entirely segregated or have had segregated courses, and in these cases discrimination becomes highly visible. When these courses or schools are segregated, offerings for women are clustered in the clerical skills while courses offered for males are more varied and in areas holding promise for more generous economic returns. Thus, through such courses, the groundwork is set for future economic discrimination against women.

In no activity or course does the discrimination that accompanies segregation become more apparent than in athletic programs. If one examines the budget allotments for male and female athletics, great disparities are often revealed. The Emma Willard Task Force on Education disclosed that in 1970 Minneapolis schools appropriated $197,000 for boys' athletics and only $9,000 for girls' athletics; in short, more money was spent on boys' athletic programs in a single high school than on girls' athletic programs in the entire city.[17] Another form of financial disparity is in salaries paid male and female coaches. A woman high school basketball coach recently produced figures showing an allocation by the Syracuse Board of Education of $98,000 for male coaches and $200 for female coaches.

Between Student and Teacher

Perhaps the key element influencing the reinforcement of sex stereotypes is the way school personnel interact with students. As a result of sex typing at home, girls may be more likely to bring docility, passivity, and conformity to the elementary school classroom, and there they are likely to be praised and reinforced for exhibiting these behaviors. Levitin and Chananie have disclosed that of four types of students--the

dependent girl, the dependent boy, the aggressive girl and the aggressive boy--teachers in their sample liked the dependent girl most and liked the aggressive girl least of all.[18] Feshback notes that student flexibility and independence were not highly valued by the sample of elementary school teachers in her study, but these characteristics were even less acceptable when displayed by girls. Conversely, rigidity and dependence were more highly valued in girls than in boys.[19]

Classroom verbal interaction patterns indicate that teachers give male students more of their active attention. Spaulding has found that teachers interacted more with boys in four major categories of teaching behavior: approval, instruction, listening to the child, and disapproval. It seems that teachers not only reprimand boys more, but also talk with them about subject matter more frequently and listen more often to what they have to say.[20] Although it is difficult to assess the impact of all this attention, including negative attention, on boys, Pauline Scars suggests the following result: "One consequence might be a cumulative increase in independent, autonomous behavior by boys as they are disapproved, praised, listened to, and taught more actively by the teacher."[21]

Sexism and the Male Student

We have been emphasizing the effect of sexism on the female student. However, it is also important to analyze school norms stressing docility and passivity and concern ourselves with their effects on the elementary school boy.

Many educators have been concerned over what they consider the male misfit in a female elementary school world. Boys who may have received independence training in their homes bring independent behavior to schools which are more accepting of docility and conformity. One result of this lack of congruence between the independent boy's life style and the elementary school may be his realization that school has little meaning or pertinence for him. In fact Kagan has found [that] elementary children, both boys and girls, labeled school objects such as blackboard, book, page of arithmetic and school desk as feminine rather than neuter or masculine.[22] This perception, that the elementary school is a feminine place where the male child does not belong, may show up in report cards of low or mediocre grades. Boys who do as well as girls in IQ tests and achievement tests get lower grades in school, and two-thirds of all grade repeaters are male. Within this general pattern of overall lower academic success, the male child appears to have particular difficulty with reading, as is attested to by the fact that boys greatly outnumber girls in remedial reading classes and reading clinics.

This trouble with reading may be one of the most unhappy effects of the conflict of the male student and the elementary school. One study suggests how sex stereotypes affect the male child's reading ability. Palardy performed an interesting experiment in which he identified two groups of teachers. The first group believed that girls are better in

beginning reading than are boys; the second group of teachers believed that boys and girls are equally competent in beginning reading. The results supported the self-fulfilling prophesy hypothesis: in the first group the female students read better than the male students, and in the second group there was no difference in reading scores between the male and female students.[23]

Competencies for Non-Sexist Teaching

Virtually all the current teacher preparation programs ignore the effects of sexism. Even newer approaches, such as competency-based teacher education, do not effectively confront the practices and consequences of sexism in schools. Yet teacher education programs must respond to the issue of sexism and, in so doing, serve as a catalyst for significant and important social reform.

A competency-based teacher education program, sensitive to the need of providing equal and full opportunity to both boys and girls, would include a number of characteristics. Such a program would be designed by males and females and would be administered and taught by women and men. A non-sexist program would have to practice sexual equality in its staffing patterns, for, by observation of models, much student behavior is learned.

The research on the effects of sexism indicates a starting point for the identification of competencies.[24] The competencies we are suggesting have been sequenced in four tiers: (1) awareness, (2) clarification, (3) classroom behaviors, (4) professional and societal behaviors. This hierarchy brings the teacher from initial awareness of the issue, through clarifying values related to the issue, to various levels of action. The competencies to be achieved in the first tier might be sequenced as follows:

Tier 1: Awareness

To be aware of societal practices, policies and programs which discriminate on the basis of sex.

To be aware of school practices, policies and programs which discriminate on the basis of sex.

To recognize sex stereotyping and bias in various aspects of school life:

a) curricular materials
b) segregated activities and courses
c) school staffing
d) teacher-student interaction patterns
e) peer interaction patterns

To be familiar with research on differential growth and development of male and female children in the areas of intelligence, self-esteem, need for achievement, and career aspirations.

The above suggest some sample competencies for the awareness tier; many others could be included. The general tone and direction of all these first-level competencies are designed to provide teachers with an insight into the forms and results of sexism in school and society.

Tier 2: Analysis and Clarification

The next level of the hierarchy builds on this awareness and requires the teacher to analyze sexist practices and attitudes. This analysis occurs at two levels: a) analyzing one's own attitudes and actions and b) analyzing societal and school attitudes and practices. It is through this kind of analysis and clarification that teachers can begin to make personal commitments concerning the eradication of sexism. Following are some sample competencies that might be included in the analysis and clarification tier.

Self-Analysis

To participate in consciousness-raising sessions concerned with sexism.

To participate in value-clarification exercises concerned with sexism.

To recall instances of one's own sexist comments or actions.

To reflect on ways in which sex bias may have affected one's life.

To reflect on ways in which sex bias may affect the lives of individual students in one's class.

To compare one's perceptions of female talents and abilities with empirical evidence.

To identify discrepancies between one's values and one's behaviors concerning the issue of sexism.

School and Societal Analysis

To compare and contrast the nature of women's liberation with other ethnic equality movements.

To analyze how specific institutional norms and regulations may inhibit sexual equality.

To analyze the effect the movement for sexual equality may have on future societal development.

To analyze the ways in which sex bias operates in school policies and programs.

To analyze curricular materials for sex bias.

To discern biased patterns in student-teacher interaction.

To identify bias in school staffing patterns.

To analyze ways that peer interaction inhibits development of female potential.

To identify crucial times in the growth and development of the female child in which sex stereotyping appears to be most harmful.

Tier 3: Classroom Behaviors

Once clarification and commitment competencies have been attained, the teacher will need to translate attitudes into behavior. The third tier of competencies would be directed at developing classroom behaviors to combat sexism.

To develop strategies for utilizing biased curricular materials for lessons in social awareness.

To interact verbally and non-verbally with male and female students on an individual, rather than a sex-stereotyped basis.

To create and practice classroom programs which broaden the options available to boys and girls.

Such classroom objectives might include:

To provide activities to develop the athletic potential of female students.

To structure school activities to open shop and various vocational options to girls.

To structure school activities so that home economics becomes a viable option for male students.

To develop learning activities which improve the spatial relations competencies of girls.

To create and practice classroom programs which augment the self-image of boys and girls.

To encourage the career and leadership aspirations of girls.

To accept dependence in boys and independence in girls.

To encourage risk-taking in girls.

Tier 4: Professional and Societal Behaviors

To many educators, a teacher's role in the classroom is a microcosm of a teacher's role as citizen in a community. This suggests that competencies beyond the classroom might also be a part of teacher preparation. Such competencies would encompass the teacher's role in the school at large, in professional organizations and in the community. Such competencies might include the following:

To organize and participate in curriculum development programs to revise sex-biased texts and materials.

To advocate and support candidates for elective positions (in school, organizations, and the community) on the basis of competence rather than sex stereotypes.

To organize women's studies courses in the school.

To provide women's studies courses for the community.

To lobby one's professional organization for enforcement of legislation supporting equality of opportunity.

To support programs designed to increase the number of females appointed to school leadership positions.

To participate in programs designed to increase the number of males involved in education during the early childhood and primary school years.

To argue for sexual equality in school budgetary decisions.

Although the structure and specific competencies in this program are meant to suggest rather than prescribe a non-sexist teacher preparation program, we believe that this program does indicate some of the roads open to performance-based teacher educators. The fact that these competencies are rarely if ever found in a PBTE program is an indication that such programs tend to perpetuate rather than reduce or eliminate sex-role stereotyping in our schools and in our society.

New technology, still hampered by old insensitivities, promises no new or better society. Performance-based education may or may not prove to be an effective teacher preparation approach. The question, however, is not simply one of efficient means, but also of ends. Unless competencies are designed to confront and eliminate such debilitating practices as sex bias, they will not be worth the modules they are written in.

Footnotes

1. Eleanor Maccoby, "Sex Differences in Intellectual Functioning." In Eleanor Maccoby, ed., *The Development of Sex Differences* (Stanford: Stanford University Press, 1966).

2. S. Smith, "Age and Sex Differences in Children's Opinions Concerning Sex Differences," *Journal of Genetic Psychology*, 54, no. 1 (March 1939): 17-25.

3. Patricia Minuchin, "Sex Differences in Children: Research Findings in an Educational Context," *National Elementary Principal*, 46, no. 2 (Nov. 1966): 45-48.

4. Robert O'Hara, "The Roots of Careers," *Elementary School Journal*, 62, no. 5 (Feb. 1962): 277-280.

5. Patricia Cross, "College Women: A Research Description," *Journal of National Association of Women Deans and Counselors*, 32, no. 1 (Autumn 1978): 12-21.

6. Peggy Hawley, "What Women Think Men Think," *Journal of Counseling Psychology*, 18, no. 3 (Autumn 1971): 193-194.

7. *Facts About Women in Education*, prepared by the Women's Equity Action League. Can be obtained from WEAL, 1253 4th St., S.W., Washington, D.C.

8. John McKee and Alex Sheriffs, "The Differential Education of Males and Females," *Journal of Personality*, 35, no. 3 (Sept. 1957): 356-371.

9. Matina Horner, "Woman's Will to Fail," *Psychology Today*, 3, no. 6 (Nov. 1969): 36-38.

10. Lenore Weitzman et al., "Sex Role Socialization in Picture Books for Pre-School Children," *The American Journal of Sociology*, 77, no. 61 (May 1972): 1125-1149.

11. Women on Words and Images, *Dick and Jane as Victims* (Princeton, New Jersey, 1972).

12. Marjorie U'Ren, "The Image of Women in Textbooks." In Vivian Gornick and Barbara Moran, eds., *Women in Sexist Society* (New York, Basic Books, 1971), pp. 218-225.

13. Janice Trecker, "Women in U.S. History Textbooks," *Social Education*, 35, no. 3 (March 1971): 249.

14. Diane Staven, "The Skirts in Fiction About Boys: A Maxi Mess," *School Library Book Review*, 95, no. 1 (Jan. 1971): 66-70.

15. The studies are summarized in Ginny Mickish, *Can Women Function as Successfully as Men in the Role of Elementary Principal?* Research Reports in Educational Administration, Vol. 11, No. 4.

16. Andrew Fischer and Janice Pottker, "Women Lose Out: Sex Discrimination in School Administration," *The Clearing House*, 47, no. 7 (1973): 387-391.

17. Emma Willard Task Force on Education, *Sexism in Education*, Dec. 8, 1971.

18. Teresa Levitin and J.D. Chananie, "Response of Female Primary School Teachers to Sex-Typed Behaviors in Male and Female Children," *Child Development*, 43, no. 1 (1972): 1309-1316.

19. Norma Feshback, "Student Teacher Preferences for Elementary School Pupils Varying in Personality Characteristics," in *The Experience of Schooling*, Melvin Silberman (ed.) (New York, Holt, Rinehart, and Winston, 1971).

20. Robert Spaulding, *Achievement, Creativity, and Self-Concept Correlates of Teacher Pupil Transactions in Elementary School*, Cooperative Research Project No. 1352, U.S. Dept. of HEW, Washington, D.C., 1963.

21. Pauline Sears and David Feldman, "Teacher Interactions with Boys and Girls," *National Elementary Principal*, 46, no. 2 (Nov. 1966): 30-35.

22. Jerome Kagan, "The Child's Sex Role Classification of School Objects," *Child Development*, 35, no. 4 (Dec. 1964): 1051-1056.

23. Michael Palardy, "What Teachers Believe--What Children Achieve," *Elementary School Journal* (1969): 370-374.

24. For further review of the literature concerning sexism in education, see Nancy Frazier and Myra Sadker, *Sexism in School and Society* (New York, Harper & Row, 1973).

CRITERIA FOR SUCCESSFUL GOAL SETTING AND GOAL ACHIEVEMENT

Consistently successful goal setting and achievement [are] the result of planning, thinking and doing. [They] involve skill. [They are] not accidental. The following criteria are to be met as you set a goal. These criteria reflect goal-setting skills you can learn and apply to numerous situations.

1. *It is achievable.* I have enough time to [meet] the goal. I have the necessary skills, strengths, abilities or resources. My responsibility for the achievement of the goal is stated.

2. *It is believable and realistic for me.* I believe I can achieve it. Given my knowledge of myself, the goal is realistic. My mental attitude is positive and optimistic.

3. *It is specific and measurable.* It is stated in specific, concrete terms, not generally.

4. *I want to do it.* It is something I choose to do out of want, not out of requirement or because I "should." "Want" involves satisfaction and pleasure. It is my own goal.

5. *It is presented without an alternative.* My goal has focus. I have made a decision. Alternative goals leave us unsettled and divide our energy.

6. *It is noninjurious to me and others.*

7. *I am motivated to achieve the goal.*

8. *It is worth setting because it fits into my personal value system.* It is important to me. I will be glad I set the goal after it is achieved. It will make some difference to me if I achieve it.

9. *I have set a target date for completing my goal.*

10. *Other goal setting aids you find helpful:*

_____

_____

_____

Credit: *Human Potential Seminar: Basic Guide-Handbook, A Positive Approach to Self-Development*, James D. McHolland, 1976. Published by: National Center for Human Potential Seminars & Services, Evanston, Illinois.

Examples of Goal-Setting Criteria

1. *It is achievable.*

   Achievable goal: I will ask Bob if he wants to go to a football game Saturday.

   Nonachievable goal: I'll go with Bob to a foot[illegible], (or) I'll take Bob to a football [illegible]
   (This goal depends on f[illegible]er which you have no responsibility. [illegible]t make decisions for others or contro[illegible]eir responses.)

3. *It is specific and measurable.*

   Nonspecific goal:
   I will improve my physical fitness.
   I will lose weight.
   I will improve my communication with my friend (spouse, parent, teacher, boss, etc.).
   I will control my temper.
   I will do something to feel good about.

   Specific goal:
   I will jog (or walk) for 20 minutes (or for two miles).
   I will lose two pounds in the next week.
   I will ask my friend (spouse, parent, teacher, boss, etc.) if we can discuss something together on Friday night; (or) I will make five "I" communications for every "you" communication.
   If I get angry at X, I will count to ten before talking; (or) I will leave the room if I am [close to losing] control.
   I will make a dress (build a bookcase, make a pie, write a letter, eat out, call a friend, write a poem, listen to a song).

4. *I want to do it.*

   Nonacceptable: "What if I want to do something I should do--just to get it done?" This one is sticky and common. Try to set a goal you really want to do. The goal is your own. Tackle the "have tos" and "shoulds" later if you want.

5. *It is presented without an alternative.*

   Nonacceptable: I will read 13 pages of a novel or go to a movie with my friend on Friday night.

   Acceptable: I will read 13 pages of a novel (and) I will ask my friend to attend a movie with me on Friday night.

ACTIVITIES TO ELIMINATE SEX-ROLE STEREOTYPING

Classroom Practices

1. Be continually aware of sexist roles and bring them up for class discussion when appropriate rather than making a big deal of them at infrequent times. Make "awareness" an everyday thing.

2. Check your classroom management practices. Do you line up the sexes separately? Expect boys to carry equipment, girls to take notes?

3. Reappraise your expectations for sex-role behavior--are girls admonished to be "ladylike" and boys discouraged from showing their feelings?

4. Encourage students to enroll in nontraditional courses.

5. Invite speakers to the class who represent sex-fair behavior (e.g., representative from NOW; women in powerful, influential positions; men in helping roles).

6. Utilize values clarification exercises* with the course content so that students may become aware of their feelings and values regarding sexist attitudes and behaviors.

7. Suggest nontraditional as well as traditional careers to your students and counselees as you discuss futures and scheduling.

8. Computer-based guidance systems provide nonbiased delivery of occupational choices. Encourage your school system to incorporate such hardware in their career guidance program.

Media Study

1. Tape a minimum of five radio or television commercials which do one of the following:

   - Portray women's delight in housework
   - Use women to sell certain products
   - Suggest that women will have a "new life" if they use the product

---

*See Resources listed on page 74.

- Show women or men in traditional roles of breadwinner and housewife

Use in classroom discussion.

2. Go through your friendly grocery store shelves and note names of household products. Explain why you think such labels and names are used. Select your own names for products. Design a realistic commercial.

3. Go through record albums or listen to the radio and find current or past songs which portray women in traditional roles or women as inferior. Tape or write down the words and discuss.

4. Ask students to follow a comic strip or television program for two weeks and summarize the treatment of male and female characters.

Evaluating Materials

1. Analyze nursery rhymes or children's stories which include women alone or both men and women (boys and girls). Write down and explain the role played by each one. What does this imply?

2. Rewrite two fairy tales without discrimination.

3. Have students view books and materials critically for sex-role stereotyping. First, they should develop criteria.

4. Reverse conventional male and female images in a reading exercise. Have students respond to specific questions.

5. Ask students to edit, revise, or illustrate sections or chapters of textbooks so they exclude male and female stereotypes and present an inclusive portrayal of women.

6. Call students' attention to books that treat girls and women unfairly; that portray males in unrealistic situations.

7. Write to publishers and have students do it also when offensive material is discovered.

8. Modify language in existing texts.

   a) Change modes of address for men and women--identify women by their first name, not their husband's; use "Ms" unless the woman requests otherwise.

   b) Change masculine terminology--use "humanity" instead of "mankind"; use "person, persons" instead of "man, men"; use "she/he" or "women/men" for both sexes.

9. Modify the teacher's manual to include women in the examples of questions, problems. Make sure men and women have equal status in role.

10. Counselors should be aware of stereotyping in their materials, particularly as they affect career and life-style options for their women students, and as the materials limit the vocational interests and aspirations of both sexes.

Focusing on Stereotypes

1. Make up a list of ten verbal expressions or cliches and discuss how they involve the traditional view of women. Do the same for men.

2. Administer a questionnaire to test people's attitudes on masculinity and femininity. Sampling should include a wide range of ages and occupations if possible. Compile data and report findings to the class.

3. Have the students go on a treasure hunt (one to two weeks after school) to see if they can find in their neighborhoods:

   - Woman working at a construction site
   - Male nurse
   - Man cooking dinner at home
   - Television commercial of a woman doing a "man's job"
   - Television commercial of a man doing a "woman's job"
   - Magazine pictures of role reversal

4. Identify typical male and female careers. List reasons (if you can!) why a man or a woman could not do that job, why they don't do them more.

5. Have girls carry in equipment and do the "boys' jobs" in the classroom and vice versa.

6. Review list of chores at home for sex bias. Discuss in class.

7. Have students make list of:

   - Jobs they think boys should do when they grow up
   - Jobs they think girls should do when they grow up

List them on the board in two columns. Discuss why and how these could be interchanged. Bring in salary differences--same job but different pay because of different titles for men and women; differences in requirements, etc.

8. Have students name "boyish" behavior traits and "girlish" behavior traits. Discuss stereotyping.

9. Let the boys come ahead of the girls into the room and reverse other treatment shown to both boys and girls.

10. Make a collection of pictures of people in various occupations. Sort them in class as to traditional roles. Discuss possibilities of opposite sex doing the job. Have students write about jobs traditionally done by males and females that they (opposite sex) might enjoy. Talk about feelings. What might happen if you did that?

11. Develop a series of controversial statements regarding traditional sex roles. Students agree or disagree and explain why. Have them develop other statements.

    Examples: Girls aren't good at sports.
    Big boys don't cry.
    Men are only successful if they bring home the bacon.
    Women with children shouldn't have jobs.

12. Have students make collages showing how they view men and how they view women. Discuss the collages. Explain and discuss.

13. Study living women and men who are breaking sex-role stereotypes. Have the class write biographies or do interviews.

14. Be sure wall displays are nonsexist. Show men and women, girls and boys in nontraditional as well as traditional roles.

15. Have students do some historical research to discover women who have made contributions.

Resources

Hawley et al. *Composition for Personal Growth.* New York: Hart Publishing, 1973.

Howe. *Personalizing Education.* New York: Hart Publishing, 1975.

Simon et al. *Values Clarification.* New York: Hart Publishing, 1972.

ELIMINATING SEXISM FROM THE SCHOOLS:

AN APPLICATION OF PLANNED CHANGE

by Carole L. Hahn

In the past five years much has been written about the symbols of sexism in schools--the ommission of women from history books,[1] the effects of using male pronouns,[2] the stereotypic portrayal of strong, adventuresome males and dependent, nurturant females in elementary readers,[3] the preponderance of males as administrators and females as elementary teachers,[4] the unequal expenditures for male and female athletic programs,[5] and the concentration of a single sex in vocational classes.[6] At first we were shocked, angered or depressed by these exposés of the inequality existing in our public schools. We realized that the cliché, "the primary goal of education is to help individuals realize their potential," included a qualification, "as long as they stay within the limits of traditional sex roles."

By by 1975 many social studies educators, men and women, have become sensitive to sexism in schools. In the language of the movement, they have had their "consciousness raised," and now they want to *do* something. Many believe that it is vitally important for all our students, male and female, to realize their full intellectual, physical, and emotional potential. For that reason, we cannot let sexism continue in learning materials or school policies. For the sake of individual fulfillment and so that our nation can take full advantage of its human resources, it is appropriate that social studies educators work for chan in the sexist character of schools.

Lofty goals and good intentions are not enough to cause substantial changes in education. Too often in the past, people with good causes have been frustrated in their efforts to bring about change because they did not involve others and because they did not systematically develop plans for creating change.

To begin, one must realize the implications of being part of a larger organization. Including more women in the course you teach, using nonsexist language yourself, and planning student activities to raise the consciousness of students in your class will have limited effect if sexism pervades the rest of the students' school experiences. It is, therefore, important to change the climate of the school.

Carole L. Hahn is the chairperson of the NCSS Committee on Social Justice for Women and an Assistant Professor in the Division of Educational Studies, Emory University, Atlanta, Georgia. Reprinted from *Social Education*, March 1975, 39, no. 3, with permission of the National Council for the Social Studies.

You are more likely to be successful in your change efforts if you make use of the available knowledge on planned educational change. The principles of planned change are applicable to the adoption of any new ideas, practices, or products.[7] They would be useful to people who want to promote team teaching, affective education, or a new social studies series. In particular, social studies educators who want to change curriculum or cultural norms in schools to overcome sexist bias should build on what is already known about how change takes place in an organization like a school.

Some general principles of planned change that are applicable to the issue of sexism are these: that individuals proceed through identifiable stages as they move toward the adoption or rejection of an innovation; that particular roles have potential to facilitate or hinder change; that certain techniques are more effective than others in promoting change in any given situation; and that using this knowledge in the development of a systematic plan of action is more likely to result in change than individual, spontaneous, and often haphazard action.

Identifying Stages in the Adoption Process

In planning for change, it is helpful to understand that there is a mental process through which an individual moves from first knowledge of an innovation to the decision to adopt the new idea, practice, or product in place of what he or she was using or doing previously.[8] At the knowledge state, individuals become aware of an idea or practice that is new to them, and they begin to gain some understandings of it. For example, one teacher, Ms. Stanton, may read that women played a greater role in the frontier movement and in the labor movement than is reflected in the United States history curriculum. At the second, or persuasion, stage the individual forms a favorable or unfavorable attitude toward the innovation. Ms. Stanton is impressed when some teachers in another school tell her they are pleased with the changes they made in their social studies curriculum. They assure Ms. Stanton that it is no longer difficult to find student materials or films that depict women's contributions, and they say more accurate student learning makes the effort worthwhile. Ms. Stanton moves into the third, or decision, stage when she decides to try a single lesson on women of the frontier. As she moves into the fourth or confirmation stage, Ms. Stanton seeks reinforcement for her decision. If students show interest in the lesson, if they do well on a related test item, and if other teachers in the department or parents compliment her for her efforts, she is likely to continue to include the role of women throughout her courses, and she begins to persuade other members in her department to reexamine their curriculum.

At this point it would be a good idea for you to write down your specific goals for overcoming sexism in your school. What ideas, practices, or products do you want adopted? Do you want the idea accepted that curriculum or cultural traits (such as the formation of separate lines for boys and girls whenever students must "line up," scolding fighting females for being "unladylike," enrolling males in industrial arts and females in home

economics), should be examined? Or do you want the practice of non-sexist language adopted by students and teachers alike? Do you want a product, such as a particular book or simulation, adopted because it shows men and women in a variety of roles? After you have identified you goals, determine the stage of the adoption process that characterizes various relevant individuals.

Involving Others

Particular roles have been found to be critical to the change process. Before developing your plan of action you should identify other people who should be involved. "Opinion leaders," "inside advocates," "legitimizers," and "gatekeepers" are often of key importance to the acceptance or rejection of a new idea.

Opinion leaders are people who informally influence the attitudes or behaviors of others.[9] They follow the norms of the social system, rarely deviate from tradition and do not take great risks in trying new things. They are accepted by others as being "one of us," and they have much potential to help or hinder your efforts to promote change. In the lounge, in the lunchroom and at meetings observe who has the most informal influence. Because they influence others, it is especially important that opinion leaders believe that the changes you propose are compatible with their needs, interests, and values.

For people like curriculum coordinators, college professors, or concerned parents who are not part of the target school they seek to change, it is particularly important to identify inside advocates. One study concluded that an individual within the system who sees it in his or her best interest to promote a change was crucial to the adoption and successful implementation of new practices.[10] Find out if there is anyone in the school who has shown interest in identifying and overcoming sex bias in materials and school practices. Determine the extent to which those potential advocates are respected and accepted by others.

Legitimizers and gatekeepers are also needed on your side. They are people whose approval is required to proceed with a change. A principal may need to sign requisitions, a curriculum committee may need to approve new courses, or a curriculum supervisor might be able to prevent the use of new materials. You should make special efforts to get opinion leaders, inside advocates, legitimizers, and gatekeepers to work with you.

Selecting Techniques

Different techniques for bringing about change are particularly effective at different stages in the adoption process.

Mass media sources of information are particularly effective for building knowledge and creating interest. You can post articles in a teachers' lounge or circulate magazines through teachers' boxes to alert people to the bias in materials and to sexist school practices.[11] You

may share advertisements or brochures to inform people about new books, filmstrips, or simulations about women in history and contemporary affairs. Movies[12] or speakers might be a springboard to discussion at a parents' meeting or teachers' in-service workshop. Encourage opinion leaders to attend conventions where they can hear speakers and see materials displays. The NCSS Committee on Social Justice for Women has been working hard so that there will be more state, regional, and national convention sections on teaching about women.

Interpersonal sources of communication are particularly important at the persuasion stage. By talking to someone on a one-to-one basis you can respond to his or her personal concerns. But don't try to do all the intense personal communication yourself.

Identify people in your area who have the materials or practices that are being considered. If you know of a school that has increased the vocational training opportunities for males and females by revising courses in business, health services, and industrial and commerical areas, ask someone who has worked with the changes to talk with your faculty. Encourage the teachers in your school who have tackled the language stereotypes to share their experiences in discussions with other teachers.

If at all possible, arrange for the opinion leaders, gatekeepers or potential adopters to observe a demonstration of the change. Invite other teachers into your class, encourage an opinion leader to visit another school when the new material is being used or where curriculum has been revised. In his study of the diffusion of innovations in New York, Brickell concluded that "nothing convinces like a visit."[13]

When either you or a colleague decides to try a new activity, support will be needed to counter the element of risk. Begin with a small-scale trial. No matter how good a new book may look for including information about women and presenting people in varied roles, it is a good idea to try a little bit on a pilot basis before buying class sets. Take advantage of the 30-day free trial peiod for reviewing a new filmstrip with your class before you ask the district office to purchase it. Get a colleague to help you plan how you can best evaluate changes in student knowledge and attitudes and the reactions of both teachers and students to the new material.

If you are thinking of offering a course in Women's Studies, pilot test it first as a mini-course, or as a unit in an existing course, and systematically evaluate your trial run. Herlihy's work with *Man: A Course of Study* suggests that it is wise to pilot new programs with a few interested volunteers who can support each other. The overt support of the early riskers by an authority figure is also important.[14]

Once a new book or new policy is adopted by a single teacher or a total school, the change is not complete. Rather, one must carefully plan implementation strategies so that the change will result in improvement. Teams of teachers can best provide help to one another in evaluating

effects of the change on an on-going basis, identifying problems, brainstorming about possible alternative modifications, and encouraging each other in making needed adaptations.

Developing a Plan

Keeping in mind the principles about roles, needs, and effective techniques at various stages in the adoption and implementation process, list all the ways in which various people might help you. Are there college professors, state department personnel, or curriculum supervisors who could demonstrate lessons at in-service programs, lend materials, or help with the evaluation of a trial? Who has access to funds to send opinion leaders to conventions, to conduct workshops, to buy materials? Who can provide verbal encouragement and moral support to teachers who are considering trying a new lesson about women or who are changing school policy to encourage males and females to participate equally in industrial training and athletic programs? What teachers, parents, and students might be helpful in spreading the belief that there is a need for change? Be alert also to what the defenders of the status quo are saying. Their messages may signal points you should attend to.

By planning carefully and by involving others, social studies educators will be successful in making their classrooms and their schools places where males and females will develop more of their individual and collective potential. We hope that this special section in *Social Education* will be useful to you in making changes.

It is usually a good idea to build on the efforts of others, so Peg Carter's article will suggest ways to capitalize on the United Nations theme for 1975: International Women's Year. Dorothy Holman, Betty Pullin and Mary Ann Phillips suggest some classroom activities to overcome the traditional stereotypes and omission of women from history and literature. Myrtle Fentress has reviewed many materials that are available for classroom use and Lois Wilhelm has developed a list of organizations that can help you in your efforts. Good luck!

Footnotes

1. Janice Law Trecker, "Women in U.S. History High School Textbooks," *Social Education*, March 1971, Vol. 35, No. 3, pp. 249-260.

2. Elizabeth Burr, Susan Dunn, and Norma Farquhar, "Women and the Language of Inequality," *Social Education*, December 1972, Vol. 36, No. 8, pp. 841-845.

   Terry N. Saario, Carol Nagy Jacklin, and Carol Kehr Tittle, "Sex Role Stereotyping in the Public Schools," *Harvard Educational Review*, August 1973, Vol. 43, No. 3, pp. 386-415.

3. Women on Words and Images, *Dick and Jane as Victims: Sex Stereotyping in Children's Readers*. Princeton, N.J.: Central New Jersey NOW, 1972.

   Richard W. O'Donnell, "Sex Bias in Primary Social Studies Textbooks," *Educational Leadership*, Vol. 31, No. 2, November 1973, pp. 137-141.

4. Catherine Dillon Lyon and Terry N. Saario, "Women in Public Education: Sexual Discrimination in Promotions," *Phi Delta Kappan*, October 1973, Vol. LV, No. 2, pp. 120-123.

5. Celeste Ulrich, "She Can Play as Good as Any Boy," *Phi Delta Kappan*, October 1973, Vol. LV, No. 2, pp. 113-117.

6. Janice Law Trecker, "Room at the Bottom--Girls' Access to Vocational Training," *Social Education*, Vol. 38, No. 6, October 1974, p. 533.

7. For furthur information on the application of the principles of planned change see:

   James Becker and Carole Hahn, *Wingspread Workbook for Change Agents*. Social Science Education Consortium, Boulder, Colorado, 1975.

   Alice Jwaideh and Gerald Marker, *Bringing About Change in Social Studies Education*. Social Science Education Consortium, Boulder, Colorado, 1973.

   Ronald G. Havelock, *Planning for Innovation Through Dissemination and Utilization of Knowledge*. University of Michigan, Ann Arbor, 1971.

   Everett Rogers and F. F. Shoemaker, *Communication of Innovations: A Cross-Cultural Approach*. The Free Press, New York, 1971.

8. Rogers and Shoemaker, *op. cit.*, Chapter 3.

9. Jwaideh and Marker, *op. cit.*, pp. 83-84.

10. E. R. House, J. M. Steele, and T. Kerin, *Development of Educational Programs: Advocacy in a Non-Rational System*. University of Illinois, Urbana, 1970.

11. Special journal issues on sexism may be useful: *Phi Delta Kappan*, October 1973; *Educational Leadership*, November 1973.

12. "The Role of Women in American Society" (Education Development Center, 55 Chapel St., Newton, Massachusetts 02160) and "Protocol Materials on Sex Role Stereotypes" (Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103) are film-based curriculum projects useful to stimulate discussions.

13. Henry M. Brickell, *Organizing New York for Educational Change*. State Education Department, Albany, New York, 1961.

14. John Herlihy, "Prologue to Change," *Social Education*, Vol. 38, No. 5, May 1974, p. 453.

CONFLICT SKILLS LECTURETTE

Greater awareness is often accompanied by a desire to affect others. Much confusion and a certain amount of fear surface as others observe one affirming and acting on these new awarenesses regarding sex roles. Socialization has imbedded sex roles so firmly in each human being that questioning such rules becomes an extremely frightening issue for many. Strong emotional reactions to the issue are common. Confrontations often arise, stemming either from direct questioning or from subtle, sarcastic remarks. In order to continually incorporate sex-fair attitudes and behaviors into one's being, one must have frequent positive experiences in the expression of these new attitudes and must receive encouraging reinforcement from oneself and from others. If expression of new beliefs is consistently a negative experience resulting in feelings of failure or rejection, it seems probable that that belief will weaken and behavior will revert back to more socially acceptable patterns. However, if people have the ability to express their feelings and their desires assertively in a nonmanipulative way without robbing the opponent of dignity and self-respect, a satisfied, effective comfort will prevail.

The acquisition of interpersonal understandings and skills in dealing with confrontation can increase the chances of coming away with a satisfied feeling of having expressed oneself directly and clearly. The objective in dealing with such confrontative situations, then, will not be to convince or persuade, but to feel comfortable and heard. Confrontation can climax in a number of ways. Frequently, both parties lose sight of the communication objective and display a great desire to win the argument; however, this often does not leave one feeling satisfied. An examination of conflict situations will clarify this point.

*As each situation is defined, participants identify and share an applicable personal situation in trios.

THEY WIN-I LOSE situation: I feel defeated, defeated, like a failure, confused and angry with myself for not having a "clincher" statement to top my opponent's. Vengeful, trounced, tongue-tied.

THEY LOSE-I WIN situation: I feel superior, condescending, like I showed my opponent who was boss--like the winner of a championship fight--I left my opponent in a pool of failure--I may also feel regretful, uncomfortable.

THEY LOSE-I LOSE situation: I feel miserable, very angry--vengeful--confused, as though I accomplished nothing, immature.

THEY WIN-I WIN situation: I feel satisfied, as though I communicated, was mature, competent--effective.

---

*Skills Practice

In a highly emotional interaction, energy is spent on defensive rebuttals rather than on listening and communicating one's ideas and feelings. If one feels his/her ideas are being heard, often a diffusion of anger occurs. Energies can be invested in listening. By practicing listening and communicating skills, one can control his/her interaction and the feelings it creates. A simple three-step process encompasses the essential aspects of direct, assertive communication (Bloom, Coburn, Pearlman, 1976).

Step 1) Empathic listening: After listening carefully to the words and the intent behind them, one makes a reflective statement describing what was heard and what feelings seem to be underlying it. It is important to describe rather than judge the statement. (Example: "I hear you saying you're angry about my comments.")

Step 2) Own and express the feelings one is experiencing in response to opponent's statement, using an "I" message. The owning of the feeling avoids blaming, and therefore increasing hostility rather than diffusing it. (Example: "I feel uncomfortable when you describe the waitress in those terms" rather than "You make me mad when you...")

Step 3) Expression of one's desire in regard to the confrontation. (Example: "I want you to stop speaking in that way in my presence.")

These steps, though seemingly simplistic, can be very effective in diffusing strong feelings and assertively communicating one's feelings and desires. Why, then, are they not used consistently? According to Bloom, Coburn and Pearlman, people have been encouraged through socialization to adopt and maintain several strong beliefs about the effect direct communication of feelings and desires has on others. These irrational beliefs, however, serve to distort reality of what might happen if we assertively communicate. Three of these irrational beliefs powerfully influence behavior in confrontation situations.

For example, if I express myself directly:

1. Others will get angry and it will be devastating to me.

2. Others will be hurt and I am responsible for their feelings.

3. I'll appear cold and selfish and people won't like me.

There are rational counterparts to each of these. The trick is to muster them at the time of need. Let's look at some:

In combatting number 1--"Others will get angry and it will be devastating to me"--it must be remembered that:

- They might surprisingly be more accepting than expected.
- They must deal with their own feelings.
- You may recoil--but you will not be devastated by any reaction.

The second irrational belief--"Others will be hurt and I am responsible for their feelings"--may be laid to rest by realizing that:

- People do not destruct.
- One can display caring, warm feelings in the expression of one's self.
- The hurt feelings can be discussed and perhaps soothed.

The third belief--"I'll appear cold and selfish and people won't like me"--can be dealt with by recalling:

- A healthy relationship is based on honest, caring, direct communication.
- One has one's own value of honesty--of being able to depend on another to communicate directly.
- That it is okay to consider one's own needs (contrary to learned beliefs).
- That one cannot please everyone--regardless of what course of action is chosen.

It takes a good deal of mental and emotional practice to overcome irrational beliefs which hinder assertive communication. The ability to identify one's own feelings and to accurately perceive those of others is a skill which greatly facilitates assertive communication and, therefore, effective conflict management. Consequently, much anticipatory practice in using these three steps is necessary in order to incorporate them into an integrated communication pattern.